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Federal Funds for EDUCATION

1952-53 AND 1953-54

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Foreword

THIS BULLETIN is the twelfth in the Office of Education series on Federal funds for education issued biennially since 1933-34. In the present report, figures are given for the two most recent years if they are available. In some instances, expenditure figures for the 1953-54 school year will not be reported until later, and it is unsatisfactory to the Federal offices to report allotment or budget figures. For these, the most recent data reported are for the 1952-53 school year.

Bulletins in this series of publications are issued in response to a continuing interest in Federal funds appropriated or allotted for educational purposes. In publishing the reports, it is the purpose of the Office of Education to provide a central and authoritative source of information on the educational activities of the Government which require the expenditure of Federal funds.

In the collection of detailed reports from the various Federal offices, the Office of Education has had the cooperation of numerous officials in the Departments and Agencies of the Government. Their assistance in providing basic information and in reading for approval the tables and discussions prepared on the basis of such materials is appreciated.

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Chapter I

FEDERAL PARTICIPATION IN EDUCATION

THERE ARE MANY WAYS in which the Federal Government has continued to show an interest in education through the years. Public laws enacted by Congress over the past 160 years have made numerous references to education, and Federal assistance has been provided for many phases of the program of education. Presentations in this bulletin indicate the variety and scope of this Federal concern for education.

PURPOSE OF THIS BULLETIN

One measure of Federal participation in education is to be found in the congressional appropriations for educational services throughout the Nation. It is the purpose of this bulletin to summarize Federal expenditures for education and training in recent years, and to present the figures along with descriptions of educational services financed in whole or in part by the Federal Government. Reports are included for all Federal educational projects for which the information was readily available. Several are described even though the Federal offices were not able to supply separate expenditure figures. About one-fifth of the Federal programs in education are presented. Some of the data were assembled from official reports of the Federal departments and agencies. Others were obtained through correspondence with officials responsible for the administration of the various Federal appropriations for education. Statements about Federal funds expended for education are arranged and grouped in this bulletin according to the Federal agencies that administer the programs. The arrangement of the presentations is evident in the table of contents.

NATIONAL SUMMARIES OF FEDERAL ACTIVITIES IN EDUCATION

Interest in Federal aids for education continues at a high level throughout the Nation. Inquiries concerning such aids come from students, leaders, educators, legislators, research workers, citizen committees, and also from ministers of education in other nations. The present series of bulletins has been a systematic attempt to provide continuing information about Federal expenditures for educational programs. Other very significant publications which have also discussed Federal relations to educational services include the following issued in 1930, 1931, 1938, and 1939.

KERSECKER, WARD W. *Digest of Legislation Providing Federal Subsidies for Education.* Office of Education, Bulletin 1930, No. 8. Washington, United States Government Printing Office, 1930. 52 p.

HILL, DAVID S. and FISHER, WILLIAM A. *Federal Relations to Education*. Report of the National Advisory Committee on Education, Part II, Basic Facts. Washington, D. C., American Council on Education, 1931. 448 p.

THE ADVISORY COMMITTEE OF EDUCATION. *The Federal Government and Education*. Washington, United States Government Printing Office, 1938. 31 p.

EDUCATIONAL POLICIES COMMISSION. *Federal Activities in Education*. Washington, D. C., National Education Association of the United States, 1939. 151 p.

Two other and more recent studies directed toward a complete review of educational activities of the Federal Government have provided new and unusual opportunities to learn about many other programs not previously described. One of these was the study conducted by the Hoover Commission included in the Task Force report on public welfare.¹ This report indicated that approximately \$3.7 billion of Federal funds had been obligated for educational programs for the 1948-49 school year.

A second opportunity to learn more about Federal funds for education was the report of a comprehensive survey of Federal activities in education completed by the Legislative Reference Service of the Library of Congress.² For this study, data were obtained by means of brief questionnaires which the Bureau of the Budget sent to all Federal offices. Responses indicated that approximately 300 separate and distinct programs in education were operating in the various departments and agencies. Federal funds, specifically obligated for the 1949-50 school year for 255 of these programs, totaled more than \$3.6 billion. Of this total expenditure, the amount for veterans' education and training accounted for about 81 percent of the Federal funds.

A review and summary of the Quattlebaum report is presented in table 1 to demonstrate the extent and variety of Federal interest and participation in educational services. In the table are listed brief statements which describe 298 educational services. Following each description are several columns which indicate two age groups of persons included in the programs and the levels of educational services offered. Persons served are reported in three groups including (1) Federal employees who receive in-service training, (2) all other people of the United States, and (3) people of other nations. Levels of the educational programs are designated for four areas including, E—elementary grades, S—secondary grades, H—higher education, and R—research. In the table an "X" has been recorded to indicate the age group served and the grade level provided by each educational activity.

This analysis indicates the very broad nature of the Federal programs. It shows that some of these educational services may be expected to be of

¹ The Brookings Institution. *Functions and Activities of the National Government in the Field of Welfare*. A report with recommendations prepared for the Commission on Organization of the Executive Branch of the Government, Washington, U. S. Government Printing Office, 1949. 590 p.

² Quattlebaum, Charles A. *Federal Educational Activities and Educational Issues Before Congress*. Washington, U. S. Government Printing Office, 1951 (House Document No. 423). 557 p.

personal value to almost every individual in the Nation at some time in his life. Federally supported training that citizens of the United States receive under these programs may be associated with the public schools, private schools, universities, vocational education, vocational rehabilitation, farming, business, government, military service, office management, health, currency, thrift, research, civil defense, law enforcement, handicaps, veterans' education, citizenship, penal institutions, surveys, social security, occupied areas, school lunches, conservation, national parks, libraries, apprenticeship, and numerous other facets of education in the national life.

One remarkable feature revealed by table 1 is the emphasis placed upon the acquisition, as well as the dissemination, of information and understanding both for the general welfare and the defense of the American people. Most of the agencies which were reported to be administering activities in education appear to be convinced that the best service can be provided only through on-going in-service training programs for their employees. Through these in-service training programs, the Government improves the quality and quantity of the public service it renders to the American people.

Another remarkable feature of the interest of the Federal Government in educational programs, as revealed in table 1, is the great emphasis that is placed upon the advancement of learning. In each of the major groups it appears that most of the activities are at the post-high school or higher education levels. Fewer than 15 percent of the activities are planned for the direct benefit of the younger population in the elementary and secondary schools. Many programs are associated with (1) research, (2) development of scientists and leaders, and (3) raising the level of understanding and learning for general welfare. Improvement of the educational and informational status of people throughout the world, especially those in underdeveloped areas, is further evidence of this Federal interest in the general advancement of learning.

It is emphasized, however, that the programs in education as outlined in table 1 are based upon information for the 1949-50 school year. Since that year, some of the activities which were reported have been eliminated, some have been combined with other activities or perhaps transferred to other offices, while certain new activities have been introduced. These changes represent discontinued services, completed studies of research, or new problems and responsibilities which are of national concern. Some other activities appear year after year inasmuch as they represent continuing or on-going programs.

Table 1.—FEDERAL ACTIVITIES IN EDUCATION, 1949-50

Educational activities, by Federal agencies	Age groups served		Educational levels of each activity, by persons in the educational programs											
	Under 18 years	Over 18 years	Federal employees				U. S. citizens not federally employed				Other nationals			
			E	S	H	R	E	S	H	R	E	S	H	R
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
DEPARTMENT OF STATE—8.....	2	7	0	1	1	0	0	1	1	3	5	6		
1. Educational exchange program—interchange of persons, knowledge, and skills.....		X						X				X		
2. Operation of U. S. information program and bilingual American centers.....	X	X								X	X	X		
3. Use of motion pictures in the U. S. informa- tion and education exchange program.....		X								X	X	X		
4. Program evaluation of the international broadcasting program.....									X					
5. Departmental and foreign service training in the Foreign Service Institute.....		X		X	X									
6. Cooperation with other American Republics in educational projects.....	X	X								X	X	X		
7. Institute of Inter-American Affairs training program.....		X									X	X		
8. Point Four training program.....		X									X	X		
DEPARTMENT OF THE TREASURY—6.....	1	5	0	3	5	1	1	0	0	0	1	1		
1. Operation of the United States Customs In- service Training School.....		X		X	X									
2. In-service training for employees in the Bureau of Internal Revenue.....		X		X	X									
3. Operation of the United States Coast Guard Academy.....		X		X										
4. Operation of the United States Coast Guard Training Station at Groton, Conn.....		X		X	X						X	X		
5. Provision for advanced and specialized train- ing of Coast Guard officers.....		X		X										
6. School savings program.....	X					X	X							
DEPARTMENT OF THE ARMY—18.....	2	16	3	5	13	1	2	1	1	2	2	3		
1. Educational program of the Armed Forces Institute.....		X	X	X	X									
2. Operation of the Industrial College of the Armed Forces.....		X			X									
3. Operation of the National War College for officer personnel.....		X			X									
4. Training program of the Armed Forces In- formation School.....		X			X									
5. School facilities for dependents of Department of Defense personnel.....	X					X	X							
6. Language and area training program.....		X			X									
7. Operation of the Army extension course pro- gram.....		X		X	X									
8. Operation of the Army service school system, including National Guard, Organized Re- serves, etc.....		X	X	X	X					X	X	X		
9. Operation of the United States Military Academy at West Point.....		X			X									
10. Operation of the Army Reserve Officer Train- ing Corps program.....	X	X				X	X							
11. Training activities connected with the Mutual Defense Assistance Program.....		X								X	X	X		
12. Training of military personnel for special duties.....		X			X									
13. Program for research and development on military weapons and methods.....		X						X						
14. Army education program.....		X	X	X	X									
15. Apprenticeship programs at ordnance instal- lations.....		X		X	X									
16. Operation of the Signal Corps Engineering Laboratories.....		X			X									
17. Reorientation program for Japanese and Ryukyuan peoples.....		X											X	
18. Operation of a school for civilian personnel administration.....		X			X									

Table 1.—FEDERAL ACTIVITIES IN EDUCATION: 1949-50—Continued

Educational activities, by Federal agencies	Age groups served		Educational levels of each activity, by persons in the educational programs											
	Under 18 years	Over 18 years	Federal employees			U. S. citizens not federally employed				Other nationals				
			E	S	H	E	S	H	R	E	S	H		
1	2	3	4	5	6	7	8	9	10	11	12	13		
DEPARTMENT OF THE NAVY—32.....	9	22	2	11	20	9	9	0	1	0	0	0		
1. In-service training of civilian personnel.....		X		X	X									
2. Intern training program for executive devel- opment.....		X			X									
3. Education of dependents at naval air shore establishments.....	X					X	X							
4. Maintenance of U. S. naval photographic in- terpretation center.....		X			X									
5. Operation of naval air technical training schools.....		X		X	X									
6. Scholarship program for graduate and under- graduate study.....		X			X									
7. Medical training in Navy and civilian medical schools.....		X			X									
8. Operation of United States Naval School of Aviation Medicine.....		X			X									
9. Residency and intern training in naval hos- pitals.....		X			X									
10. Enlisted personnel training in service schools.....		X		X	X									
11. Fleet training activities.....		X		X	X									
12. Information and education program.....		X	X	X	X									
13. Operation of the command and staff colleges.....		X			X									
14. Operation of the U. S. Naval Academy at Annapolis.....		X			X									
15. Other training programs for officer candidates.....		X			X									
16. Postgraduate training programs.....		X			X									
17. Education for dependents of personnel of the Savannah River Naval Command.....	X					X	X							
18. Recruit training.....		X	X	X	X									
19. Training in special officers' schools.....		X		X	X									
20. Operation and support of elementary and high schools.....	X				X	X								
21. Civilian personnel training program.....		X			X	X								
22. Education of dependents of Bureau of Ships personnel.....	X					X	X							
23. Contributions to public schools serving de- pendents of naval personnel.....	X					X	X							
24. Operation of school buses.....		X			X	X								
25. Operation of the Marine Corps Institute.....		X		X	X									
26. Operation of the Marine Corps officer schools.....		X			X									
27. Education for dependents of Marine Corps personnel.....	X				X	X								
28. Technical training for enlisted personnel.....		X			X	X								
29. Education for the native population on Pacific Islands.....	X					X	X							
30. Schooling of dependents of naval personnel.....	X					X	X							
31. Employee development program.....		X		X	X									
32. Research and development programs.....									X					
DEPARTMENT OF THE AIR FORCE—11.....	1	9	1	4	9	1	1	0	1	0	1	1		
1. Specialized training program in maintenance and operation of aircraft.....		X			X									
2. Air Force Reserve Officers' Training Corps program.....		X			X									
3. Aeronautics research and development.....									X					
4. Apprentice training program for civilian per- sonnel.....		X		X	X									
5. In-service training for civilian employees.....		X		X	X									
6. Off-duty educational program for Air Force personnel.....		X	X	X	X									
7. Education for dependents of Air Force person- nel.....	X					X	X							
8. Air Force technical training program.....		X		X	X						X	X		
9. Technical and scientific education of Air Force personnel.....		X			X									
10. Advanced technical and professional type medical education.....		X			X									
11. Research training program.....		X			X									

Table 1.—FEDERAL ACTIVITIES IN EDUCATION: 1949-50—Continued

Educational activities, by Federal agencies	Age groups served		Educational levels of each activity, by persons in the educational programs											
	Under 18 years	Over 18 years	Federal employees			U. S. citizens not federally employed				Other nationals				
			E	S	H	E	S	H	R	E	S	H		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
DEPARTMENT OF JUSTICE—7	0	7	0	0	3	2	2	3	0	1	1	0		
1. Education of inmates of Federal penal and correctional institutions		X				X	X	X						
2. Operation of the FBI National Academy		X				X	X	X						
3. Operation of field police schools		X				X	X	X						
4. Provision of in-service agent training		X			X									
5. Citizenship education for candidates for natu- ralization		X								X	X			
6. Correspondence training program for field personnel		X			X									
7. Operation of U. S. Immigration Border Patrol Training School		X			X									
DEPARTMENT OF THE INTERIOR—24	8	16	0	2	5	9	9	7	3	0	0	5		
1. Bonneville Power Administration apprentice- ship training program		X		X	X									
2. College cooperative research program		X				X	X	X	X					
3. Indian education	X	X				X	X	X						
4. Cooperative program for graduate study for Bureau of Mines personnel		X						X						
5. Employee-safety training program for Bureau of Mines personnel		X		X	X									
6. International information and educational activities		X										X		
7. Mine-safety training program		X			X			X						
8. Bureau of Mines visual-education program	X	X			X	X	X	X						
9. Cooperative assistance to settlers on reclama- tion projects		X				X	X	X						
10. Assistance to local school districts of the Fort Peck project	X					X	X							
11. Assistance to other local school districts in reclamation project areas	X					X	X							
12. In-service training program for foreign en- gineers		X										X		
13. Tuition payments to Boulder City for depend- ents of Federal employees	X	X				X	X							
14. Educational program, Pribilof Islands, Alaska	X					X	X							
15. Fishery technological research fellowship pro- gram									X					
16. Training in fishery sciences and wildlife man- agement		X										X		
17. Training, research, and technical assistance through wildlife research units		X						X	X					
18. Field, laboratory, and academic training of foreign geologists and engineers		X										X		
19. Operation of the Yosemite Field School		X						X						
20. School facilities for children of employees of Yellowstone National Park	X	X				X	X							
21. Aid to Alaskan public schools	X					X	X							
22. Training of foreign nationals under the Point Four program		X										X		
23. Departmental management training program		X			X									
24. Verbatim reporting class		X			X									
DEPARTMENT OF AGRICULTURE—23	3	8	0	1	2	4	8	0	17	0	0	1		
1. Animal research									X					
2. Plant, soil and agricultural engineering re- search									X					
3. Research in dairy cattle breeding, feeding, management, nutrition, and products									X					
4. Study of U. S. grades of hay with nutritive values for varieties of livestock									X					
5. Economic research and statistical service									X					
6. Marketing research and service									X					
7. Research related to agricultural commodities									X					
8. Research on the utilization of feeds, drugs, and industrial products									X					
9. Bee culture investigations									X					

FEDERAL PARTICIPATION IN EDUCATION

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Table 1.—FEDERAL ACTIVITIES IN EDUCATION: 1949-50—Continued

Educational activities, by Federal agencies	Age groups served		Educational levels of each activity, by persons in the educational programs											
	Under 18 years	Over 18 years	Federal employees			U. S. citizens not federally employed				Other nationals				
			E	S	H	E	S	H	R	E	S	H		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
10. Research in biological control of insects, pests, and weeds.														
11. Research in methods of preventing insect con- tamination of processed foods.										X				
12. Research in human nutrition and home eco- nomics.										X				
13. Agricultural Extension Service.		X					X	X		X				
14. Research in marketing of agricultural products.										X				
15. Farm forestry investigations.										X				
16. Payments to school funds of Arizona and New Mexico.	X									X				
17. Payments to States and Territories from the national forests funds.	X					X	X							
18. Operation of the Graduate School of the De- partment of Agriculture.		X			X			X						
19. Payments for agricultural, home economics, and human nutrition research.		X								X				
20. Departmental training of foreign nationals.		X											X	
21. Orientation and training of employees.		X		X	X									
22. Demonstration and training program carried out under Tobacco Acts.		X					X	X						
23. Demonstration of grades and standards for agricultural commodities.		X					X	X						
24. Marketing research.		X					X	X		X				
25. National school-lunch program.	X					X	X		X					
26. Extension rural electrification program.		X					X	X						
27. Educational work in soil and water conserva- tion.		X				X	X	X		X				
28. Soil- and water-conservation research.														
DEPARTMENT OF COMMERCE—29	1	25	0	1	13	1	1	5	4	0	1	12		
1. A course on the theory and practice of high- way improvement and utilization.		X										X		
2. Highway research.		X												
3. Detail of employee to pursue course of study at a university.		X			X					X				
4. Junior engineer training program.		X			X									
5. Training in soils analysis.		X			X			X				X		
6. Training in application of aerial surveying and photogrammetry.		X			X			X						
7. Training of Philippine highway engineers.		X			X							X		
8. Census-training programs.		X										X		
9. Aviation safety standardization training.		X			X									
10. Federal airways standardization training pro- gram.		X			X									
11. Civil aviation education program.	X	X			X	X	X							
12. Exchange-of-persons program of aviation training.		X									X	X		
13. Philippine rehabilitation program in aviation education.		X												
14. U. S. Merchant Marine Corps cadet-midship- men training.		X			X							X		
15. U. S. Merchant Marine Cadet Corps training of Filipino cadets.		X												
16. State marine schools cadet-midshipmen train- ing.		X			X									
17. U. S. Maritime Service upgrading and special- ist training.		X			X									
18. U. S. Maritime Service skilled rating training.		X			X									
19. U. S. Maritime Service Institute.		X			X									
20. Guest worker program and program of the Officer of International Trainees.		X			X									
21. Contract research related to radio propagation.		X						X		X			X	
22. Operation of the National Bureau of Stand- ards Graduate School.		X			X			X		X				
23. Classified projects research.								X						
24. Training in statistics of national income and international finance.		X											X	

Table 1.—FEDERAL ACTIVITIES IN EDUCATION: 1949-50—Continued

Educational activities, by Federal agencies	Age groups served		Educational levels of each activity, by persons in the educational programs											
	Under 18 years	Over 18 years	Federal employees			U. S. citizens not federally employed				Other nationals				
			E	S	H	E	S	H	R	E	S	H		
1	2	3	4	5	6	7	8	9	10	11	12	13		
25. International technical cooperation and assistance.....		X										X		
26. Turkish training program in weather forecasting.....		X										X		
27. Meteorological training under the exchange program.....		X										X		
28. Weather Bureau scholarship program.....		X			X					X				
29. Cooperative meteorological research.....														
DEPARTMENT OF LABOR—8.....	0	8	0	3	3	0	3	3	0	0	1	4		
1. Promotion of apprenticeship and other training on the job.....		X					X	X						
2. International industrial training program for foreign nationals.....		X									X	X		
3. Bureau of Employment Security staff-training program.....		X		X	X		X	X						
4. Training of State Safety Inspectors.....		X		X	X		X	X						
5. Providing for observation and study under the reorientation program.....		X										X		
6. Provision of study and observation program for certain foreign nationals.....		X										X		
7. Training under the scientific and cultural cooperation program.....		X										X		
8. Induction and in-service training for all employees.....		X		X	X									
ATOMIC ENERGY COMMISSION—6.....	1	3	0	0	2	1	1	3	3	0	0	0		
1. Fellowship program.....		X						X						
2. Off-site research program in the physical and life sciences.....									X					
3. Advanced instruction of scientifically trained individuals.....		X			X			X	X					
4. Community operations—Elementary and high school education.....	X					X	X							
5. Investigation of special problems in the development of nuclear reactors.....									X					
6. Training of qualified personnel in reactor technology.....		X			X			X						
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—47.....	8	42	0	2	4	9	14	37	5	0	1	5		
1. Primary, secondary, and higher education of deaf persons.....	X	X				X	X	X						
2. Training program for professional employees of Food and Drug Administration.....		X			X									
3. Maintenance and operation of Howard University.....		X						X						
4. Administration of Federal endowment of land-grant colleges and universities.....		X						X						
5. Administration of the basic statutory function of the Office of Education.....	X	X				X	X	X	X					
6. Cataloging of U. S. Government films.....	X	X					X	X						
7. Evaluation of audio-visual training aids of the Department of the Navy.....									X					
8. Federal-State vocational education program.....	X	X					X	X						
9. International exchange program for teachers and trainees in occupied areas.....		X										X		
10. International exchange program for teachers, trainees, and students.....		X						X				X		
11. Maintenance of the National Scientific Register.....		X						X						
12. Production of visual aids to instruction on mental health.....		X					X	X						
13. Program of school assistance in federally affected areas.....	X	X				X	X	X						
14. Surplus property utilization program.....	X	X				X	X	X						
15. Veterans' educational facilities program.....		X				X	X	X						

¹ Federal Security Agency.

FEDERAL PARTICIPATION IN EDUCATION

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Table 1.—FEDERAL ACTIVITIES IN EDUCATION: 1949-50—Continued

Educational activities, by Federal agencies	Age groups served		Educational levels of each activity, by persons in the educational programs											
	Under 18 years	Over 18 years	Federal employees			U. S. citizens not federally employed				Other nationals				
			E	S	H	E	S	H	R	E	S	H		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
16. Vocational education program for the Virgin Islands	X	X				X	X	X						
17. Vocational rehabilitation of civilians		X				X	X	X						
18. Basic psychiatric nurse-training program		X					X	X						
19. Cancer-control special-projects-grant program		X				X	X	X						
20. Dental internship program of the Division of Hospitals		X						X						
21. Dietetic-internship program of the Division of Hospitals		X						X						
22. Education of child patients at the U. S. Marine Hospital, Carville, La.	X	X						X						
23. Freedmen's Hospital program of nurse training, internship and residency		X				X	X							
24. Program of grants for the construction of research facilities								X						
25. Greek training project of the Division of International Health									X					
26. Medical internship program of the Division of Hospitals		X											X	
27. Medical Record Library Science School of the Division of Hospitals		X						X						
28. Mental health consultation and demonstration services program		X						X						
29. Mental Health Training Institute program		X						X						
30. Participation in radiological safety and related training courses		X			X			X						
31. Philippine rehabilitation program of the Division of International Health		X												
32. Public Health Service research fellowship program		X											X	
33. Grants program for cancer, heart, dental, mental health and general research								X	X					
34. Public Health Service teaching-grants program									X					
35. Traineeship program in cancer, cardiology, psychiatry, and allied fields		X						X						
36. Residency training program in Public Health Service hospitals		X						X						
37. Teaching program for psychiatric aides of the Division of Hospitals		X						X						
38. Training in anesthesiology by the Division of Hospitals		X						X						
39. Training program for Public Health Service personnel		X						X						
40. Training program for State and local public-health personnel		X			X			X						
41. Training program in public health work of the Communicable Disease Center		X					X	X						
42. Attendant training program		X		X	X		X	X			X	X		
43. Intern and resident training program at St. Elizabeth's Hospital		X						X						
44. Student nurse training program		X						X						
45. Educational leave program for selected personnel of the Children's Bureau		X						X						
46. Postgraduate educational program of the Children's Bureau		X						X						
47. Program of supervised field work of students from schools of social work		X						X						
SMITHSONIAN INSTITUTION—7	5	7	0	0	0	5	5	7	1	0	0	1		
1. Research and information program of the Bureau of American Ethnology		X						X	X					
2. Operation of an International Exchange Service		X						X						
3. Collection, preservation, display, and interpretation of aeronautical material	X	X				X	X	X					X	
4. Exhibition and information program of the National Collection of Fine Arts	X	X				X	X	X						

Table 1.—FEDERAL ACTIVITIES IN EDUCATION: 1949-50—Continued

Educational activities, by Federal agencies	Age groups served		Educational levels of each activity, by persons in the educational programs											
	Under 18 years	Over 18 years	Federal employees			U. S. citizens not federally employed				Other nationals				
			E	S	H	E	S	H	R	E	S	H		
1	2	3	4	5	6	7	8	9	10	11	12	13		
5. Exhibition and information program of the National Gallery of Art	X	X				X	X	X						
6. Exhibition and information program of the National Ecological Park	X	X				X	X	X						
7. Exhibition and information program of the United States National Museum	X	X				X	X	X						
TENNESSEE VALLEY AUTHORITY—9	3	4	0	1	2	4	4	1	5	0	0	0		
1. Developmental program for improvement of agricultural resources									X					
2. Program of agricultural readjustment	X	X				X	X							
3. Developmental program for the utilization of mineral resources									X					
4. Developmental program for improved utiliza- tion of forest resources		X				X	X	X	X					
5. Research investigation of stream sanitation and public health									X					
6. Employee training program to increase the efficiency of TVA operations		X		X	X									
7. Program for TVA divisions in their State and local relationships	X	X		X	X	X	X		X					
8. Special studies and informational activities														
9. Provision of supplementary educational facili- ties at construction projects	X					X	X							
VETERANS' ADMINISTRATION—3	0	3	0	1	1	2	2	2	0	0	0	0		
1. Educational program for veterans		X				X	X	X						
2. Vocational rehabilitation program		X				X	X	X						
3. Medical education program for professional and technical staffs of VA hospitals		X		X	X									
CIVIL AERONAUTICS BOARD—1	0	1	0	1	1	0	0	0	0	0	0	0		
1. In-service visual education program		X		X	X									
UNITED STATES CIVIL SERVICE COMMISSION—1	0	1	0	0	1	0	0	0	0	0	0	0		
1. Administrative intern program		X			X									
DISPLACED PERSONS COMMISSION—1	1	1	0	0	0	0	0	0	0	1	1	1		
1. Orientation program for displaced-person and expellee refugees	X	X								X	X	X		
ECONOMIC COOPERATION ADMINISTRATION—3	0	3	0	1	2	0	0	0	0	0	1	1		
1. In-service job training		X			X									
2. Orientation program for new ECA employees		X		X	X									
3. Operation of a technical assistance program		X									X	X		
FEDERAL CIVIL DEFENSE ADMINISTRATION—1	0	1	0	0	0	0	0	1	0	0	0	0		
1. Operation of Federal civil defense schools		X						X						
FEDERAL COMMUNICATIONS COMMISSION—1	0	1	0	0	0	0	0	0	0	0	0	1		
1. International exchange of persons program		X										X		
FEDERAL DEPOSIT INSURANCE CORPORATION—1	0	1	0	0	1	0	0	0	0	0	0	0		
1. Courses in banking, for employees		X			X									
FEDERAL MEDIATION AND CONCILIATION SERVICE—1	0	1	0	0	1	0	0	0	0	0	0	0		
1. Study program for mediators of the Federal Mediation and Conciliation Service		X			X									

FEDERAL PARTICIPATION IN EDUCATION

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Table 1.—FEDERAL ACTIVITIES IN EDUCATION, 1949-50—Continued

Educational activities by Federal agencies	Age groups served		Educational levels of each activity, by persons in the educational programs											
	Under 18 years	Over 18 years	Federal employees			U. S. citizens not federally employed				Other nationals				
			E	S	H	E	S	H	R	E	S	H		
1	2	3	4	5	6	7	8	9	10	11	12	13		
FEDERAL RESERVE BOARD—2	0	2	0	0	0	0	0	2	0	0	0	0		
1. Participation in conducting summer seminars on economic and monetary problems		X						X						
2. Cooperation in conducting regional workshops for teachers of economics		X						X						
GENERAL SERVICES ADMINISTRATION—2	2	2	0	0	0	2	2	2	0	0	0	0		
1. Participation in distribution of surplus real property to schools	X	X				X	X	X						
2. Participation in distribution of surplus personal property to schools	X	X				X	X	X						
HOUSING AND HOME FINANCE AGENCY—7	3	4	0	0	0	3	3	2	1	0	0	2		
1. German reorientation program		X												
2. Housing research program		X												
3. Lending to educational institutions for student housing		X							X					
4. Liquidation and disposal of war public works	X	X				X	X	X						
5. Participation in international exchange of information and education program		X												
6. Participation with the U. S. Office of Education in a school-construction program	X	X				X	X							
7. Promotion of advance planning of non-Federal public works	X	X				X	X	X						
INTERSTATE COMMERCE COMMISSION—2	0	2	0	0	2	0	0	0	0	0	0	0		
1. In-service training course in 1950-51 administrative law		X			X									
2. In-service training course for Bureau of Traffic Examiners		X			X									
NATIONAL ADVISORY COMMITTEE FOR AERONAUTICS—4	0	3	0	0	3	0	0	0	1	0	0	0		
1. Apprentice training program		X			X									
2. Graduate study leave program		X			X									
3. Graduate training program		X			X									
4. Program of research									X					
THE PANAMA CANAL—1	1	1	0	0	0	1	1	1	0	0	0	0		
1. Operation of the Canal Zone public schools	X	X				X	X	X						
RAILROAD RETIREMENT BOARD—1	0	1	0	0	1	0	0	0	0	0	0	0		
1. In-service training of employees of the Railroad Retirement Board		X			X									
RECONSTRUCTION FINANCE CORPORATION—2	0	1	0	0	1	0	0	0	1	0	0	0		
1. Loan examiner trainee program		X			X									
2. Synthetic-rubber research									X					
BUREAU OF THE BUDGET—3	0	3	0	0	0	0	0	0	0	0	0	3		
1. Participation in the exchange of persons program		X												
2. Scientific and cultural cooperation and exchange program		X												
3. Training under the technical assistance program		X												
CENTRAL INTELLIGENCE AGENCY—1	0	1	0	0	1	0	0	0	0	0	0	0		
1. Personnel training		X			X									

Table 1.—FEDERAL ACTIVITIES IN EDUCATION: 1949-50—Concluded

Educational activities, by Federal agencies	Age groups served		Educational levels of each activity, by persons in the educational programs											
	Under 18 years	Over 18 years	Federal employees			U. S. citizens not federally employed				Other nationals				
			E	S	H	E	S	H	R	E	S	H		
1	2	3	4	5	6	7	8	9	10	11	12	13		
NATIONAL SECURITY RESOURCES BOARD—1	0	0	0	0	0	0	0	0	1	0	0	0		
1. Research program in resources mobilization planning									X					
LIBRARY OF CONGRESS—5	2	3	0	0	0	2	3	3	3	0	0	0		
1. Administration of the general activities of the Library of Congress	X	X				X	X	X	X					
2. Development and maintenance of a National Union Catalog									X					
3. Development and servicing of a comparative collection of laws and legal materials									X					
4. Distribution of catalog cards and Library of Congress technical publications	X	X				X	X	X						
5. Provision of books for the adult blind		X					X	X						
UNITED STATES BOTANIC GARDEN—1	1	1	0	0	0	1	1	1	0	0	0	0		
1. Exhibition and information program of the United States Botanic Garden	X	X				X	X	X						
UNITED STATES GOVERNMENT PRINTING OFFICE—2	0	2	0	0	0	1	2	2	0	0	0	0		
1. Apprentice training and development pro- gram		X					X	X						
2. Program for the cataloging, indexing, and distribution of public documents		X				X	X	X						
DISTRICT OF COLUMBIA—11	4	9	0	3	3	5	6	6	0	0	0	0		
1. Operation of the public school system and other education institutions	X	X				X	X	X						
2. School program for children under the care of the Board of Public Welfare	X					X	X							
3. Academic, vocational, and social education programs of the Reformatory Division	X						X							
4. Operation of the Pump School and Instruc- tion Division		X		X	X									
5. Health education of professional personnel outside of the Health Department		X						X						
6. Health education of the general public		X				X	X	X						
7. Health instruction of clinic and hospital patients		X				X	X	X						
8. In-service training of personnel of the Health Department		X		X	X									
9. Program of special emphasis involving health education activities	X	X				X	X	X						
10. Special professional nurse training		X						X						
11. Operation of police schools for new recruits and for experienced policemen		X		X	X									

FEDERAL INTEREST IN EDUCATION

Reasons for the Federal concern for education are given in the early paragraphs of the numerous public laws which authorize the programs. Some reasons are clearly stated and obviously portray the intent of Congress in supporting the educational services and others are apparent in the kinds of programs authorized. These significant reasons represent the attitude of the people. They need to be examined by public administrators, educators, legislators and citizen committees to determine proper relationships among Federal, State, and local programs of education, and to determine the proportions of financial support that may reasonably be provided by these three levels of government. Here are a few of the more prominent national purposes underlying the provision of Federal funds for education.

NATIONAL PURPOSES ITEMIZED

1. To encourage and support educational programs that are essential or beneficial to national health, welfare, law enforcement, civic improvement and security.
2. To contribute to public education where there is a direct Federal responsibility, such as for children residing—
 - a. On Federal properties.
 - b. In communities affected by Federal activities.
 - c. Where Federal ownership of property deprives local school authorities of normal tax revenues.
 - d. Where it appears reasonable to allocate a portion of the Federal income from mineral, forest and grazing leases for purposes of local government.
3. To provide educational and training services essential to the national defense but which are not the responsibility of any local community, State, or segment of the population.
4. To assist the States in the study of educational and school housing problems, created by unusually high birth rates and shifts in population, which demand efforts that are burdensome under these conditions.
5. To assist underdeveloped areas of the world and to improve international relationships through the exchange of information and of students, teachers, professors, technicians, and leaders with other countries.
6. To assist students, selected on the basis of tests and references, to receive scholarships for advanced training that will serve a national interest.
7. To maintain efficient governmental services and increase the effectiveness of the Federal service through in-service training programs.
8. To promote the general welfare of the Nation through research in the physical and biological sciences that will develop new areas of learning and prepare more scientists to engage in research.

References to these and other purposes underlying the national interest in education may be noted in the preambles to the bills introduced in Congress. They are also evident in the actual provisions of the congressional acts and they are frequently stated in detail in committee reports prepared for use in Congress. National purposes in supporting education appearing under these circumstances usually express the conviction of large numbers of people.

Recognition should be given to the fact that the national interest in education changes along with other phases of national progress. For this reason, both the purpose and the scope of the Federal participation in education should be reappraised frequently. New Federal interests in education were stated by the President in his "State of the Union" address delivered before a joint session of the Senate and the House of Representatives on January 7, 1954. In that address he said:

Youth—our greatest resource—is being seriously neglected in a vital respect. The Nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population.

The preparation of teachers as, indeed, the control and direction of public education policy, is a State and local responsibility. However, the Federal Government should stand ready to assist States which demonstrably cannot provide sufficient school buildings. In order to appraise the needs, I hope that this year a conference on education will be held in each State, culminating in a national conference. From these conferences on education, every level of government—from the Federal Government to each local school board—should gain the information with which to attack this serious problem.

METHODS OF DISTRIBUTING FEDERAL FUNDS FOR EDUCATION

The 56 programs of Federal aid for education described in this bulletin illustrate the various methods used in distributing funds for education. Methods have been adapted to the kinds of aids and to the purposes for which Congress provided the funds. These methods vary as outlined in the specific sections of the Federal acts that provide for the authorization, appropriation, and expenditure of funds. However, some classification is possible since there are similarities in the procedures used.

Various Federal fund enactments have provided for money to be: (1) Allotted on the basis of *land areas*, (2) distributed in proportion to *population* figures, (3) awarded to the States as *flat grants*, (4) given on condition that *matching funds* are provided from State and local revenues, (5) provided as the *cost of an educational program* or of operating a school, (6) apportioned to meet a Federal obligation such as *payments in lieu of taxes* on federally owned property, (7) allocated as *equalization aid* to provide greater assistance to the financially weaker areas, (8) paid to cover the *cost of tuition* and of other educational expenses of individuals, and (9) granted in accordance with *contracts for services* on research programs in various colleges, universities and industries. The use of these methods of distributing Federal funds for education is explained further in the following sections.

LAND AREA

In the early development of public education programs in the States admitted to the Union following the Louisiana Purchase, Federal assistance was given in proportion to land areas. For example, Congress granted the 16th section of each township from the public domain to help with the

establishment and operation of a system of education. About three-fourths of the States have received this type of Federal assistance.

POPULATION

The establishment and operation of colleges of agriculture and mechanic arts were assisted by Federal grants which were roughly proportioned to the total population. A provision of the Morrill Act of 1862 authorized grants of 30,000 acres of the public domain to the States for each Senator and each Representative in Congress. Since the number of Representatives was determined in proportion to the population, these Federal grants were larger for the more populous States. Population has also been used in determining allocations of Federal funds for vocational education, agricultural experiment stations, and agricultural extension services.

More accurate measures for specific purposes employ limited portions of the population, such as children from 5 to 17, pupil enrollment figures, and numbers of pupils in average daily attendance. These are sometimes used in calculating the State-by-State allocation of Federal funds for education. For example, the number of children of school age are used in the distribution of school lunch funds and they were also used in the allotment of funds for the school facilities survey. Similarly, average daily attendance data are used in determining allocations of Federal funds for assistance to the school districts which have been burdened by Federal activity.

FLAT GRANTS

Allocations of the same amount to all, regardless of other factors such as size, interest, or financial condition, are usually classified as flat grants. This method has been used in allocating Federal appropriations to the land-grant colleges in the States, to agricultural experiment stations, and to the agricultural extension service. Frequently, this method of distribution is used in conjunction with some other base so that aid is determined somewhat in proportion to the size of the educational project but all States receive no less than a stated amount. These minimum amounts may be regarded as the flat-grant portions. A part of the former may also be classified as flat grants if the appropriated funds are allotted equally to all States plus the allocation of additional funds that are calculated in recognition of some other measures of obligation, size of program, or need.

MATCHING FUNDS

In some appropriations for Federal aid, the legislation indicates that Congress may have feared that State and local funds for the same purpose might be reduced as Federal funds were received and so matching requirements to induce them to continue or increase their support were written into the law. Typical of this matching method is the Federal aid for

vocational education which specifies that the State and local funds must be at least equivalent to the Federal grant. On the average, however, the State and local funds for vocational education in recent years have been 4 to 5 times as much as the Federal funds.

COST OF EDUCATIONAL PROGRAMS

Frequently, Congress has appropriated funds to finance the full cost of establishing and operating educational services which are regarded as the exclusive responsibility of the Federal Government. This is true for such educational projects as the Military Academy, the Naval Academy, the Federal Merchant Marine Schools, and schools for the Indians. The Federal Government has also paid the full cost of operating other programs such as those for veterans' education, the FBI Academy, research, surplus property utilization, and certain parts of the program of vocational rehabilitation.

PAYMENTS IN LIEU OF TAXES

Payments to local governments and boards of education, which are provided as obligations of the Federal Government arising from the non-taxable status of federally owned property, are designated as payments in lieu of taxes. Such property was probably taxed locally prior to the Federal acquisition. The consequent loss of tax revenues from the property under Federal ownership reduces the local funds available for schools. In some instances the Federal ownership is accompanied by increased activity which also increases the educational load. Federal aid to the federally affected school districts is an example of this method of distributing Federal money, a part of which may be regarded as payments in lieu of taxes.

EQUALIZATION AID

This method of distributing Federal funds provides for the allocation of proportionately greater amounts to the less wealthy areas. It tends to raise the level of support in the financially less able areas more than it raises the expenditure levels in the districts having greater wealth. This reduces the differences in the school programs and makes them more equitable. The equalization method is used to a certain extent in the distribution of Federal funds for school food services. The National School Lunch Act, described on page 74, provides for lower State and local matching rates in States having lower per capita income payments to individuals. This provision secures proportionately larger shares for the less wealthy States and effects some equalization.

The equalization feature appears to be attracting more interest among educators, legislators, and members of citizen committees. Bills proposing Federal aid for education, considered by Congress over the past few years, have incorporated some equalization features. As examples, some

bills that would authorize the allocation of Federal funds to help the school districts finance their schoolhouse construction have proposed that funds be apportioned to the States in an inverse proportion to their income payments per pupil or per capita. Such a plan would allocate larger amounts per pupil to the less able States for schoolhouse construction.

COST OF TUITION

A number of programs in which the Federal Government provides the amount charged for tuition, and possibly some additional expenses, are described in this bulletin. Probably the largest program of this kind is for the vocational rehabilitation of veterans described in chapter V. Here, the Federal Government pays the cost of tuition and makes other allowances for subsistence, supplies, and equipment. Similar allowances for tuition, subsistence, and travel expense are arranged for the exchange programs in which students, teachers, professors, technicians, and other leaders are exchanged with similar persons of foreign countries in the interest of improving international relations. Many persons in the Federal service also qualify for tuition, salary, and expense allowances while they are attending universities or taking correspondence courses to prepare themselves for more important services to the Nation.

CONTRACTS FOR SERVICES

Frequently the Federal Government considers it unwise to administer a program of education and research and prefers to contract with a private agency for the specialized work. Under this method of allocating funds for education or research, the Department of Defense, the Atomic Energy Commission, and other agencies have contracted for important programs of research to be conducted by colleges, universities, and research departments of large industrial establishments. Through these programs, new facts are obtained, new areas of learning are developed, and additional scientists are selected and trained. This method of contracting for special services is more efficient since it uses to the best advantage the facilities already available in the Nation and does not require the establishment of a new Federal agency to perform the essential research work.

COMBINATIONS OF METHODS

Two or more methods of distributing Federal funds for education are often combined within one Federal aid allocation procedure. For instance, the funds allocated for school lunches are determined in three stages which employ three different methods. Amounts are calculated for the States on the basis of numbers of children of school age, allotments can then be approved and awarded to the States only if they are matched by State and local funds on a variable matching plan, and a further adjustment is made in the allotments so that they are proportionately larger for the States having lower per capita income payments to individuals. In a similar way, several of the Federal aids for education are allo-

cated on the basis of more than 1 of the 9 methods of distribution described here. Congress adopts the methods for each aid which appear to be most effective in obtaining the maximum educational value from each appropriation.

GENERAL AND SPECIAL AIDS FOR EDUCATION

In addition to a consideration of methods of distribution, the purposes of distribution are significant. Purposes are obviously as variable as the methods, but aids are usually classified according to *general purpose* or *special purpose*. The former includes those aids which the States and local communities may use for any educational purpose and the latter refers to aids which are allocated and may be used only for the purpose specified.

Grants made to the States beginning in 1802 were for the establishment and support of the common schools. This kind of assistance is a general purpose aid since it is to be used for the *general* program of public education and does not specify a particular service or some limited part of the educational program for which it must be used. Other types of Federal aid, including grants to universities, are considered to be *special* aids because of the specific purposes described in the congressional enactments. Examples of special aids would include the funds allocated for the school facilities survey, school lunch services, Howard University, vocational education and various fellowship programs.

Both general and special aids were approved in early legislation, but in the years which have followed those first grants Congress has given more attention to special aids. Now, it appears that the interest of the Nation in general aids is increasing. Evidence of this may be noted in the growth of the program of Federal assistance to the federally affected areas and in bills proposing to allocate general Federal aid to the States for the general program of education in the public schools considered by Congress in recent years.

Grade levels of the educational programs which have been assisted by Federal funds are also interesting. The earliest grants of lands were for the establishment of common schools. Later grants were made for the establishment of colleges. Beginning in 1917 funds have been provided for vocational education in the secondary grades and for some years after 1933, emergency funds were provided for various levels of education including nursery, kindergarten, elementary, secondary, higher, and adult education. Also, since 1935, substantial amounts have been allocated for school lunches in the elementary and secondary schools. An examination of the listings in table 1, however, indicates that both in terms of the numbers of programs and probably in terms of the financial assistance, the major portion of the Federal funds for education is expended on programs above the elementary and secondary levels.

STATE-BY-STATE DISTRIBUTIONS

Many inquiries about Federal aids for education pertain to the amount allocated to a certain State. For most of the programs the amount allocated to a State can be reported but for some of them the purpose of the educational program is national in scope and it is impossible to report on

Table 2.—FEDERAL FUNDS FOR NATIONAL AND OTHER EDUCATIONAL PROGRAMS THAT CANNOT BE REPORTED BY STATES OR TERRITORIES, 1952-53

National programs of education by offices responsible for their administration	Table references and amount as reported in this publication		
	Table number	Amount for each program	Total for each department or agency
1	2	3	4
Total.....		\$152,499,398.22	\$152,499,398.22
DEPARTMENT OF STATE: Educational exchange programs.....	63	23,761,486.00	23,761,486.00
DEPARTMENT OF THE TREASURY: Coast Guard Academy.....	68	2,512,000.00	2,565,000.00
Tuition for Coast Guard personnel.....	68	53,000.00	
DEPARTMENT OF THE ARMY: United States Military Academy.....	58	8,473,874.00	16,454,174.00
Academic training of military personnel at civilian institutions.....	58	3,164,576.00	
Education of children of Army personnel overseas.....	59	4,815,724.00	
DEPARTMENT OF THE NAVY: United States Naval Academy.....	58	7,481,969.00	19,242,328.00
College and graduate training of Naval Reserve personnel.....	58	3,924,060.00	
Education of children of Navy personnel overseas.....	60	836,309.00	
DEPARTMENT OF THE AIR FORCE: Education of children of Air Force personnel overseas.....	61	3,258,874.00	3,258,874.00
DEPARTMENT OF JUSTICE: Expenditures in Federal Penal Institutions for vocational education.....	62	421,803.00	421,803.00
DEPARTMENT OF THE INTERIOR: Education of Indians in the United States.....	41	28,902,680.00	31,809,993.22
Education of Natives in Alaska.....	42	2,840,344.00	
Education in the Virgin Islands.....	43	13,368.00	
Education in the Pribilof Islands.....	44	34,134.00	
Education of children of employees of Yellowstone National Park.....	45	16,200.60	
Education of children of employees of the Crater Lake National Park.....	45	3,286.62	
DEPARTMENT OF AGRICULTURE: Agricultural Marketing Act.....	Ch. III	255,200.00	255,200.00
DEPARTMENT OF COMMERCE: Federal Merchant Marine schools.....	57	2,129,278.00	4,023,883.00
State Maritime academies.....	57	621,376.00	
Training of unlicensed Merchant Marine personnel.....	57	38,644.00	
Upgrading of licensed and unlicensed Merchant Marine personnel.....	57	1,234,585.00	
ATOMIC ENERGY COMMISSION: Fellowships, other training and research (1951-52).....	55	19,452,871.00	23,018,458.00
Operation of schools at AEC installations (1951-52).....	55	3,565,587.00	
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE: Columbia Institution for the Deaf.....	18	413,000.00	17,326,701.00
Howard University.....	19	4,047,000.00	
Office of Education.....	7	2,992,000.00	
Public Health: Robert A. Taft Sanitary Engineering Center.....	29	126,540.00	
Communicable Disease Center.....	30	293,161.00	
Research fellowships.....	31	2,017,000.00	
Training and teaching.....	31	7,439,000.00	
FOREIGN OPERATIONS ADMINISTRATION: Educational activities in underdeveloped areas of other countries.....	71	14,043,000.00	14,042,000.00
NATIONAL SCIENCE FOUNDATION: Fellowships and research.....	73	3,220,499.00	3,220,499.00

the amount of assistance for any one particular State. The latter group includes educational programs which are financed and administered exclusively by the Federal agencies. Examples are the appropriations for Federal military schools and academies, the Office of Education, education of Indians, and programs of contract research.

Interest in the extent and adequacy of the Federal assistance for educational programs has grown in recent years. Educators, legislators, and citizen committees make inquiries concerning the amount "our" State received for school lunches, for land-grant colleges, for the school facilities survey, for aid to federally affected areas, for vocational education, for vocational rehabilitation, for the education of veterans, and for numerous other educational services. It is the purpose of this bulletin to give some of the answers to these questions. The answers are summarized in tables 3, 4, 5, and 6 of this chapter and discussed in greater detail in other chapters of the bulletin where descriptions of specific programs are also presented.

Expenditures for programs which are national in scope and which cannot be reported State by State are listed in table 2. Totals for the groups in this table are also listed in summary table 6 opposite "National and Other" to indicate that no attempt has been made to report them by States.

Table 3 presents a summary of the Federal funds for education administered by the Department of Health, Education, and Welfare. These funds total more than \$300 million, or about 23 percent of the total reported in the summary table 6. Programs in the Department of Agriculture are reported in table 4, and the expenditures by the Veterans' Administration are in table 5. All other Federal programs reported in this bulletin are summarized and given in column 6 of table 6. The total for table 6 is \$1,380,872,704.15 which amount is only 54 percent of the corresponding amount listed in the preceding bulletin for the 1950-51 school year.

Table 3.—SUMMARY OF FEDERAL FUNDS ALLOTTED OR EXPENDED AND FEDERAL PROPERTY TRANSFERRED TO THE STATES AND TERRITORIES FOR EDUCATIONAL PURPOSES BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE: 1952-53

State or Territory	Total	Vocational Rehabilita- tion	Public Health Service	American Printing House for the Blind	Surplus real and personal property transferred to educational institutions
1	2	3	4	5	6
Total.....	\$320,871,215.48	\$22,947,581	\$1,157,033	\$185,000.00	\$65,152,298
Alabama.....	8,348,755.13	579,855	14,584	6,620.68	2,218,790
Arizona.....	4,422,426.19	123,248	5,178	1,049.98	183,577
Arkansas.....	6,250,912.29	364,289	20,237	3,616.59	431,918
California.....	43,909,867.38	1,671,053	120,036	10,178.98	8,089,136
Colorado.....	4,118,101.23	168,070	6,707	2,041.62	247,914
Connecticut.....	4,517,803.23	305,560	1,921	2,158.29	695,153
Delaware.....	581,796.41	157,487	60	0	192,832
Florida.....	7,240,961.73	733,870	54,191	2,333.28	1,434,939
Georgia.....	15,873,623.12	1,486,957	123,825	4,899.90	1,664,000
Idaho.....	2,064,868.79	63,152	10,518	612.49	121,564
Illinois.....	10,030,279.20	1,263,908	38,004	8,049.82	3,019,443
Indiana.....	5,026,535.89	372,015	5,910	3,470.76	1,467,942
Iowa.....	3,256,584.31	295,423	8,690	3,441.59	1,540,485
Kansas.....	5,871,640.40	230,623	3,853	1,624.96	422,131
Kentucky.....	5,435,587.34	146,393	20,966	3,645.75	1,098,536
Louisiana.....	4,459,984.02	499,616	22,123	3,849.90	1,300,522
Maine.....	958,612.90	94,593	4,392	0	207,210
Maryland.....	9,388,663.53	318,293	20,032	3,470.75	1,838,712
Massachusetts.....	3,456,349.85	222,463	50,261	7,320.67	1,318,556
Michigan.....	10,278,536.06	1,028,466	56,006	8,603.98	1,124,481
Minnesota.....	1,952,645.67	316,057	13,922	4,170.74	612,753
Mississippi.....	4,258,061.25	396,155	2,842	2,324.92	1,283,511
Missouri.....	7,191,791.43	457,518	24,533	4,141.57	2,807,737
Montana.....	1,667,628.50	142,118	7,381	612.49	263,655
Nebraska.....	2,425,486.76	196,678	1,128	1,137.47	954,398
Nevada.....	2,567,196.83	25,975	0	0	190,998
New Hampshire.....	748,205.04	53,910	2,389	0	141,630
New Jersey.....	5,265,758.17	443,945	15,358	6,241.52	1,489,312
New Mexico.....	4,298,484.85	111,016	14,523	2,099.95	308,112
New York.....	9,329,659.55	1,488,016	98,817	14,845.49	3,713,310
North Carolina.....	7,870,810.93	810,359	42,247	10,091.44	2,164,342
North Dakota.....	841,062.29	92,738	10,415	874.98	193,183
Ohio.....	9,728,119.29	522,903	54,339	8,953.96	2,746,536
Oklahoma.....	7,664,281.23	486,585	12,338	2,506.27	1,107,218
Oregon.....	2,957,328.02	312,681	22,421	1,837.46	1,050,370
Pennsylvania.....	8,167,175.02	1,663,104	39,244	12,570.55	2,220,797
Rhode Island.....	1,382,165.20	112,364	0	0	375,271
South Carolina.....	8,104,807.87	503,134	1,080	2,654.11	1,150,054
South Dakota.....	1,426,635.69	80,868	1,206	1,020.81	251,267
Tennessee.....	6,186,886.62	652,826	19,122	4,374.90	1,578,531
Texas.....	18,571,378.71	990,993	39,348	7,058.18	1,909,387
Utah.....	3,943,798.45	122,135	169	962.48	1,245,102
Vermont.....	561,180.65	94,381	8,991	0	79,599
Virginia.....	16,128,540.86	491,788	384	5,454.04	2,182,845
Washington.....	2,403,561.19	473,240	18,556	2,624.94	2,217,534
West Virginia.....	2,622,630.44	504,613	15,008	2,741.61	1,322,992
Wisconsin.....	15,065,277.23	529,355	27,675	4,929.06	1,105,339
Wyoming.....	513,491.42	84,769	6,671	0	82,893
District of Columbia.....	1,043,681.24	173,344	0	262.50	741,421
Alaska.....	5,297,620.59	41,436	11,747	0	6,310
Hawaii.....	3,085,810.51	159,913	600	379.16	557,194
Puerto Rico.....	3,149,594.41	285,315	28,891	1,837.46	471,209
Virgin Islands.....	41,824.00	0	1,174	0	380

¹ Does not include \$17,326,701 shown in tables 2 and 6.

Table 3.—SUMMARY OF FEDERAL FUNDS ALLOTTED OR EXPENDED AND FEDERAL PROPERTY TRANSFERRED TO THE STATES AND TERRITORIES FOR EDUCATIONAL PURPOSES BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, 1952-53—Continued

State or Territory	Office of Education				
	Support of land-grant colleges	Vocational education below college grade	School facilities survey	Federally affected areas	
				Maintenance and operation	Schoolhouse construction
1	7	8	9	10	11
Total.....	\$5,636,696.09	\$21,211,599.90	\$293,993.00	\$45,994,668.51	\$124,689,151.07
Alabama.....	100,110.93	670,688.77	16,395.00	1,056,408.95	8,685,003.81
Arizona.....	77,000.79	170,153.41	7,038.00	776,519.05	3,078,202.96
Arkansas.....	85,638.68	491,697.04	23,745.00	945,127.03	3,831,033.93
California.....	175,003.97	1,223,064.43	79,557.00	15,094,953.76	17,447,434.29
Colorado.....	62,804.80	217,420.44	13,633.00	1,028,463.87	1,740,997.50
Connecticut.....	89,602.98	256,599.04	13,967.00	840,101.11	2,313,570.80
Delaware.....	73,769.78	158,683.84	0	—6.21	0
Florida.....	97,216.65	368,203.78	5,813.00	1,148,303.33	3,371,003.69
Georgia.....	103,825.96	730,645.55	0	3,186,109.51	8,523,202.19
Idaho.....	75,465.80	171,948.40	0	243,784.67	1,377,843.23
Illinois.....	156,418.70	1,099,785.57	0	1,331,008.78	3,054,601.25
Indiana.....	108,805.38	655,678.36	14,669.00	740,068.49	1,657,978.90
Iowa.....	95,719.54	555,177.99	8,025.00	309,476.95	540,146.34
Kansas.....	83,586.72	366,811.96	0	2,647,196.34	2,110,445.43
Kentucky.....	98,945.62	680,790.28	8,000.00	1,614,220.97	1,784,689.73
Louisiana.....	96,341.81	491,851.26	5,289.00	198,331.60	1,842,089.45
Maine.....	78,708.96	179,372.42	0	333,433.62	60,905.90
Maryland.....	93,948.51	320,505.04	0	1,231,094.87	5,540,547.94
Massachusetts.....	116,341.98	490,933.10	49,246.00	688,300.52	483,627.86
Michigan.....	123,098.00	689,109.10	34,575.00	836,525.23	6,130,973.75
Minnesota.....	99,321.01	571,994.23	11,737.00	50,097.80	273,302.80
Mississippi.....	91,313.34	614,396.57	8,862.00	515,156.53	1,443,559.89
Missouri.....	109,008.96	695,778.36	0	821,738.69	2,371,340.85
Montana.....	75,489.68	167,074.94	0	259,747.98	671,546.50
Nebraska.....	82,808.99	237,991.30	0	664,166.10	247,179.90
Nevada.....	71,165.27	188,683.94	8,728.00	510,642.33	1,604,606.29
New Hampshire.....	74,913.87	161,180.34	0	314,181.83	0
New Jersey.....	117,785.69	500,496.68	20,487.00	1,041,824.87	1,630,305.81
New Mexico.....	76,358.18	108,145.29	0	565,914.16	3,047,359.77
New York.....	217,386.63	1,561,704.68	0	800,206.61	1,437,373.79
North Carolina.....	110,078.00	988,124.01	17,268.00	731,171.46	3,037,120.03
North Dakota.....	75,774.51	304,546.60	0	189,555.20	73,974.50
Ohio.....	145,789.63	1,169,583.97	0	2,000,065.15	3,098,667.23
Oklahoma.....	91,855.82	428,873.65	11,890.00	2,418,515.89	3,094,491.59
Oregon.....	84,760.49	263,374.79	10,000.00	405,296.48	795,586.80
Pennsylvania.....	174,214.93	1,340,922.04	36,128.00	1,017,569.41	1,653,636.10
Rhode Island.....	77,491.41	169,577.12	1,840.00	545,989.57	96,632.10
South Carolina.....	90,096.63	482,256.73	0	958,675.63	4,907,256.77
South Dakota.....	76,104.69	301,545.72	2,443.00	439,500.68	352,679.84
Tennessee.....	102,402.68	715,420.28	2,386.00	272,791.95	2,841,061.81
Texas.....	146,443.70	1,348,751.89	38,771.00	5,178,920.29	9,011,705.65
Utah.....	76,464.66	165,922.89	0	742,324.80	1,590,657.62
Vermont.....	73,364.32	161,933.17	2,200.00	45,365.36	96,341.80
Virginia.....	102,671.26	643,517.98	0	4,807,487.52	7,904,593.81
Washington.....	98,806.87	899,516.11	19,809.00	2,678,327.39	9,196,563.03
West Virginia.....	89,585.76	414,383.82	5,581.00	48,686.00	0
Wisconsin.....	103,826.28	615,079.27	16,410.00	196,081.63	23,935.20
Wyoming.....	72,495.18	158,653.84	0	108,013.40	0
District of Columbia.....	0	126,653.84	0	0	0
Alaska.....	70,921.96	126,653.84	800.00	939,292.82	4,098,496.97
Hawaii.....	74,680.56	126,653.84	9,843.00	1,447,678.95	626,968.00
Puerto Rico.....	80,000.00	572,309.07	12,799.00	396,779.66	311,734.23
Virgin Islands.....	0	40,000.00	0	0	0

FEDERAL PARTICIPATION IN EDUCATION

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Table 4.—SUMMARY OF FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR PROGRAMS OF FEDERAL ASSISTANCE TO EDUCATION ADMINISTERED BY THE DEPARTMENT OF AGRICULTURE, 1952-53

State or Territory	Total	Agricultural Experiment Stations	Cooperative Agricultural Extension Service	School Lunch	
				Cash distribution	Commodity distribution
1	2	3	4	5	6
Total	\$176,827,742.86	\$11,841,397.84	\$32,117,659.02	\$47,125,000	\$46,694,476
Alabama	6,835,405.64	389,255.47	1,211,753.17	2,802,509	2,221,887
Arizona	1,303,849.42	138,395.97	183,237.45	405,732	476,584
Arkansas	4,406,572.33	345,386.73	995,797.55	1,616,816	1,545,683
California	5,089,443.51	392,754.05	723,813.85	2,034,351	4,073,524
Colorado	1,696,620.89	187,164.73	357,037.16	531,185	581,234
Connecticut	1,235,350.47	146,234.57	173,069.90	555,237	450,818
Delaware	431,700.09	120,183.70	101,089.89	78,639	131,814
Florida	3,192,373.92	192,553.23	345,133.70	1,243,559	1,391,027
Georgia	6,070,745.99	303,225.89	1,289,230.50	2,411,173	2,097,129
Idaho	1,076,017.08	143,183.91	377,193.17	306,274	349,396
Illinois	7,130,704.33	295,557.61	968,180.72	2,455,973	3,410,994
Indiana	3,497,369.27	261,052.68	894,071.89	1,508,969	928,236
Iowa	3,389,013.24	257,076.97	902,996.27	1,060,873	1,177,467
Kansas	2,496,943.56	307,539.47	657,080.09	783,900	842,523
Kentucky	5,396,769.74	396,177.33	1,151,623.41	2,173,390	1,773,579
Louisiana	6,365,062.72	328,960.86	796,230.16	1,693,846	3,546,046
Maine	1,084,872.54	149,187.43	237,138.11	447,138	261,409
Maryland	1,818,044.30	173,871.13	308,216.17	763,970	572,987
Massachusetts	2,492,969.45	168,236.08	233,218.77	1,454,836	1,546,408
Michigan	5,291,443.16	384,213.78	887,732.38	2,219,102	1,900,345
Minnesota	4,144,939.13	248,911.38	854,709.75	1,277,203	1,764,114
Mississippi	5,198,034.71	294,801.33	1,246,014.36	2,296,761	1,380,658
Missouri	4,699,365.68	270,014.90	1,039,111.78	1,517,514	1,932,628
Montana	527,208.99	142,862.79	288,430.20	219,402	176,784
Nebraska	1,670,676.25	186,171.49	542,658.76	501,098	428,943
Nevada	330,469.81	115,265.93	117,733.88	44,536	52,535
New Hampshire	705,323.35	129,049.08	122,530.47	223,710	220,034
New Jersey	2,776,782.03	168,688.33	221,005.89	1,372,091	1,018,999
New Mexico	1,894,001.71	141,625.08	369,927.73	441,940	540,498
New York	8,414,791.46	396,763.15	804,499.33	3,748,590	3,562,939
North Carolina	7,361,423.88	380,787.45	1,520,790.43	3,004,232	2,955,614
North Dakota	1,179,952.57	160,327.91	416,573.66	317,346	283,645
Ohio	7,110,057.31	329,773.90	1,069,014.31	2,641,544	3,069,725
Oklahoma	3,906,131.73	338,385.57	906,867.88	1,330,151	1,450,777
Oregon	1,680,308.23	173,459.57	340,688.85	543,781	622,359
Pennsylvania	7,029,282.65	374,957.06	999,858.62	3,555,937	2,098,500
Rhode Island	575,837.58	119,409.63	75,769.96	246,804	132,874
South Carolina	4,620,362.35	246,240.01	852,389.34	1,909,360	1,612,872
South Dakota	1,085,833.89	139,751.59	408,598.80	399,515	230,974
Tennessee	6,320,472.94	398,907.30	1,160,002.64	2,224,664	2,536,699
Texas	9,735,092.93	398,145.93	1,928,036.00	3,685,104	3,665,807
Utah	1,233,345.69	133,465.73	314,742.96	375,744	539,396
Vermont	649,954.93	132,423.94	169,390.99	189,338	158,772
Virginia	4,458,412.14	273,153.63	939,997.31	1,789,536	1,480,703
Washington	2,895,146.73	156,810.64	314,241.91	761,113	1,230,871
West Virginia	3,000,189.44	237,848.07	502,306.37	1,323,800	886,303
Wisconsin	3,477,115.57	255,425.89	855,898.65	1,356,173	1,008,619
Wyoming	553,064.53	123,695.00	182,309.53	115,784	161,306
District of Columbia	273,980.00	0	0	158,725	115,245
Alaska	190,412.07	104,124.07	59,288.00	11,463	14,959
Hawaii	913,627.64	139,557.34	187,399.30	90,599	504,873
Puerto Rico	4,559,493.47	363,995.93	671,123.55	2,361,235	1,263,989
Virgin Islands	103,116.00	0	0	87,279	64,537
Unallotted	20,857.66	0	20,857.66	0	0

¹ Does not include \$255,200 shown in tables 2 and 3.

Table 5.—SUMMARY OF FEDERAL FUNDS EXPENDED IN THE STATES AND TERRITORIES FOR THE EDUCATION OF VETERANS, 1952-53

State or Territory	Total	Vocational rehabilitation (Public Laws 16 and 894)		Education and training (P. L. 346)		Education and training allowances (P. L. 880)
		Amount for tuition, equipment, and supplies	Amount for subsistence allowances	Amount for tuition, equipment, and supplies	Amount for subsistence allowances	
1	2	3	4	5	6	7
Total.....	\$725,571,175	\$14,846,357	\$42,922,244	\$302,919,725	\$378,641,470	\$86,341,279
Alabama.....	20,955,021	509,512	1,477,306	5,862,149	16,286,295	3,260,267
Arizona.....	3,771,295	89,254	369,452	701,942	1,563,291	649,356
Arkansas.....	17,563,835	317,220	1,803,898	3,177,107	11,329,081	1,874,533
California.....	44,757,308	1,023,957	2,008,535	14,797,614	18,029,115	8,268,073
Colorado.....	9,945,806	341,127	861,180	2,485,356	5,172,043	1,086,080
Connecticut.....	4,999,864	85,310	348,309	1,854,757	1,979,108	1,232,380
Delaware.....	556,009	6,747	30,423	169,961	223,272	155,606
Florida.....	22,514,532	378,517	778,689	6,087,023	13,049,176	2,230,487
Georgia.....	27,851,259	453,819	1,431,564	5,343,480	18,379,615	2,443,771
Idaho.....	4,240,820	126,326	424,285	1,085,822	2,232,333	372,134
Illinois.....	27,196,493	464,811	1,039,101	10,718,118	11,445,889	3,530,579
Indiana.....	14,936,793	337,396	967,908	3,495,728	8,633,279	1,502,482
Iowa.....	10,754,159	293,167	949,561	4,487,787	9,947,510	1,078,144
Kansas.....	7,649,987	175,966	623,716	1,710,303	4,460,011	669,993
Kentucky.....	13,433,509	361,047	1,545,698	2,837,416	7,363,664	1,255,678
Louisiana.....	22,744,843	261,301	780,374	5,874,228	14,061,556	1,066,874
Maine.....	1,656,154	29,061	116,305	389,989	702,010	419,789
Maryland.....	5,164,737	35,255	184,862	1,725,911	2,608,833	639,876
Massachusetts.....	15,241,807	536,934	1,032,332	5,768,451	5,447,963	2,436,117
Michigan.....	16,536,119	565,119	1,530,431	5,492,470	7,093,729	1,823,340
Minnesota.....	16,035,017	305,425	1,100,379	3,997,063	8,246,451	2,265,309
Mississippi.....	22,553,318	336,589	1,141,767	5,174,721	13,963,820	1,066,411
Missouri.....	23,723,258	699,828	2,024,726	5,907,697	12,089,323	2,180,664
Montana.....	4,250,532	80,062	287,626	1,176,033	2,866,300	340,511
Nebraska.....	10,351,518	174,963	799,669	1,769,709	6,749,166	867,011
Nevada.....	359,334	3,344	22,437	87,349	181,517	64,687
New Hampshire.....	1,679,181	39,228	171,690	401,637	762,189	284,437
New Jersey.....	9,442,844	161,599	520,295	4,158,012	3,621,407	970,961
New Mexico.....	3,584,011	57,893	181,631	834,155	1,893,351	597,890
New York.....	55,699,199	1,439,403	2,418,918	27,068,579	19,394,273	5,263,020
North Carolina.....	24,416,945	215,847	729,419	4,989,028	16,074,661	2,406,998
North Dakota.....	7,453,766	141,331	659,263	1,439,389	4,453,709	770,224
Ohio.....	20,433,717	490,939	1,843,796	6,522,125	8,595,965	2,920,964
Oklahoma.....	16,603,957	444,744	1,499,655	3,783,474	7,829,378	2,255,706
Oregon.....	6,769,857	90,314	213,496	2,873,979	3,172,832	918,336
Pennsylvania.....	29,172,831	848,783	2,059,536	12,891,838	18,060,704	4,711,970
Rhode Island.....	2,903,969	82,709	318,312	843,417	1,148,614	610,910
South Carolina.....	12,945,088	194,812	490,508	2,725,751	9,345,986	1,187,961
South Dakota.....	5,822,324	40,269	172,106	1,173,799	3,686,766	562,864
Tennessee.....	19,087,500	415,296	1,537,514	3,978,552	10,870,163	2,285,966
Texas.....	44,964,434	1,069,851	2,916,297	9,632,113	25,348,464	5,300,029
Utah.....	5,957,675	111,798	148,326	1,850,104	2,774,659	1,072,788
Vermont.....	1,557,550	25,965	113,166	363,051	829,726	342,600
Virginia.....	10,779,687	139,894	636,575	2,304,762	6,256,986	1,841,480
Washington.....	9,972,625	170,552	509,268	3,069,374	4,362,095	1,861,356
West Virginia.....	5,476,108	112,373	590,924	1,055,369	2,818,060	898,389
Wisconsin.....	14,030,143	305,149	1,028,373	4,125,147	7,073,899	1,497,575
Wyoming.....	2,287,694	24,468	129,552	552,320	1,376,818	194,526
District of Columbia.....	9,418,016	182,202	335,007	3,942,051	3,683,780	1,274,976
Foreign Countries.....	6,610,166	1,232	16,890	1,266,124	5,274,919	48,911
U. S. possessions.....	6,266,633	62,095	206,762	1,292,842	3,229,787	1,478,577

FEDERAL PARTICIPATION IN EDUCATION

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Table 6.—SUMMARY OF FEDERAL FUNDS ALLOTTED FOR EDUCATION, AS REPORTED IN TABLES 2, 3, 4, AND 5, 1952-53

State or Territory	Grand Total	Funds administered by the DHEW (table 3)	Funds administered by the USDA (table 4)	Funds for the education of veterans (table 5)	Other Federal funds for education
1	2	3	4	5	6
Total	\$1,398,871,704.15	\$528,197,916.45	\$177,692,942.94	\$723,571,175	\$148,010,669.81
Alabama	41,639,781.77	8,348,765.15	6,825,403.64	26,955,621	0
Arizona	9,028,341.99	4,423,426.19	1,203,849.42	3,271,295	130,671.38
Arkansas	28,331,330.02	6,250,912.29	4,406,573.53	17,563,845	0
California	96,706,318.89	43,909,567.35	8,039,443.51	44,757,308	0
Colorado	15,690,528.12	4,116,101.23	1,636,620.80	9,945,806	0
Connecticut	10,842,836.09	4,517,603.22	1,325,350.47	4,999,864	0
Delaware	1,569,814.80	581,796.41	431,709.09	556,009	0
Florida	23,947,706.65	7,240,961.73	3,192,272.92	23,514,132	0
Georgia	69,794,680.51	15,872,632.12	6,070,748.99	27,851,259	0
Idaho	7,331,725.87	2,064,888.79	1,076,017.08	4,240,820	0
Illinois	44,359,481.53	10,030,279.20	7,130,704.33	27,196,498	0
Indiana	23,480,698.18	5,026,535.89	3,497,849.27	14,936,793	0
Iowa	23,899,786.55	3,256,584.31	3,380,013.24	16,754,150	0
Kansas	16,017,689.96	3,871,640.40	3,496,043.56	7,649,987	0
Kentucky	24,847,657.06	5,425,587.34	5,398,769.74	13,423,500	0
Louisiana	23,569,609.74	4,459,984.02	6,365,082.72	22,744,543	0
Maine	3,699,689.44	958,612.90	1,084,873.54	1,656,154	0
Maryland	16,351,444.83	9,368,663.53	1,518,044.30	5,164,737	0
Massachusetts	23,100,836.20	3,456,349.85	2,403,699.45	15,241,807	0
Michigan	23,106,398.22	10,278,826.08	3,291,443.16	16,536,119	0
Minnesota	22,122,600.80	1,932,645.87	4,144,938.13	16,035,017	0
Mississippi	22,109,413.96	4,356,061.25	3,198,034.71	22,553,318	0
Missouri	35,603,318.11	7,191,791.43	4,699,298.68	23,722,258	0
Montana	6,645,366.88	1,567,685.89	837,308.90	4,250,332	0
Nebraska	14,447,881.01	2,485,486.76	1,670,876.26	10,351,518	0
Nevada	3,287,000.64	2,567,196.83	320,469.81	359,334	0
New Hampshire	3,132,709.89	748,204.04	705,223.55	1,679,181	0
New Jersey	17,468,354.80	5,365,758.17	2,776,782.63	9,443,844	0
New Mexico	9,272,413.27	4,293,484.35	1,994,001.71	3,584,011	916.21
New York	78,443,641.03	9,329,659.55	8,414,791.48	55,699,190	0
North Carolina	40,149,179.81	7,870,810.93	7,961,423.88	24,416,945	0
North Dakota	9,474,780.86	841,062.29	1,179,952.57	7,453,766	0
Ohio	27,271,808.80	9,728,119.29	7,110,057.21	20,433,717	0
Oklahoma	28,174,419.65	7,664,281.22	3,906,181.73	16,603,957	0
Oregon	11,407,452.24	2,957,328.02	1,680,268.22	6,769,857	0
Pennsylvania	54,369,288.70	8,167,175.02	7,029,282.68	39,172,831	0
Rhode Island	4,861,984.78	1,332,165.20	575,857.56	2,953,962	0
South Carolina	26,670,706.22	8,104,807.87	4,820,362.25	13,945,038	0
South Dakota	8,328,293.56	1,426,635.69	1,088,823.80	5,822,824	0
Tennessee	31,496,859.56	6,183,888.02	6,220,472.94	19,087,500	0
Texas	73,370,905.64	18,571,878.71	9,735,092.98	44,964,434	0
Utah	11,183,822.14	3,943,796.45	1,232,345.69	5,957,675	0
Vermont	2,708,715.88	561,180.65	649,984.98	1,557,550	0
Virginia	21,376,639.80	16,138,540.66	4,458,412.14	10,779,687	0
Washington	14,971,323.94	2,463,561.19	2,595,146.75	9,972,625	0
West Virginia	11,065,895.88	2,622,630.44	3,000,189.44	5,476,106	0
Wisconsin	22,572,535.99	15,065,277.53	3,477,115.57	14,030,143	0
Wyoming	3,384,249.95	513,491.42	553,064.53	2,287,694	0
District of Columbia	13,101,047.34	1,043,681.34	273,980.00	9,418,016	2,365,370.00
Alaska	5,488,053.66	5,297,620.59	190,413.07	0	0
Canal Zone	2,695,215.00	0	0	0	2,695,215.00
Hawaii	3,945,438.15	3,035,810.51	912,627.64	0	0
Puerto Rico	6,700,317.88	2,140,824.41	4,559,493.47	0	0
Virgin Islands	162,640.00	41,524.00	102,116.00	0	0
U. S. possessions	6,266,823.00	0	0	6,266,823	0
National and other	169,010,564.23	17,326,701.00	255,200.00	6,610,166	134,818,497.22
Unallotted	20,257.66	0	20,257.66	0	0

¹ Includes \$6,619,166 for education of veterans in foreign countries which is not included in table 2.

Chapter II

EDUCATIONAL PROGRAMS OF THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

FROM 1939 to 1948 reorganization plans were adopted which grouped under one administration those agencies of the Federal Government whose purposes were to promote social and economic security, educational opportunity, and good health for the citizens of the Nation. Several former agencies, including the Social Security Board, United States Employment Service, Office of Education, United States Public Health Service, Food and Drug Administration, Saint Elizabeths Hospital, Freedmen's Hospital, and Federal functions of the American Printing House for the Blind, Howard University, the Columbia Institution for the Deaf, and a few others, were combined in the Federal Security Agency.

In the further evolution of these areas of Federal responsibility, the President, on March 12, 1953, transmitted to Congress his plan to give Department status to the Federal Security Agency. His message declared:

The purpose of this plan is to improve the administration of the vital health, education, and social-security functions now . . . carried on in the Federal Security Agency by giving them Departmental rank. Such action is demanded by the importance and magnitude of these functions, which affect the well-being of millions of our citizens. . . .

There should be an unremitting effort to improve those health, education, and social security programs which have proved their value. . . .

But good intentions are not enough; all such programs depend for their success upon efficient, responsible administration. . . . Now the establishment of a new Department provided for in Plan No. 1 of 1953 will give the needed additional assurance that these matters will receive the full consideration they deserve in the whole operation of the Government.

Congress responded to this proposal through the approval of Public Law 13 by which it also approved House Joint Resolution 223 which stipulated that Reorganization Plan No. 1 of March 12, 1953 "shall take effect 10 days after the date of the enactment of this joint resolution, and its approval by the President."

Many of the educational programs of the Federal Government are administered by the Department of Health, Education, and Welfare, as shown in table 1. Several programs are described in this chapter. Summaries of expenditures for these programs for the 1952-53 school year are included in tables 2, 3, and 6.

THE OFFICE OF EDUCATION

Advancement of the cause of education was one of the purposes expressed by Congress in providing for the establishment and operation of the Office by its enactment in 1867. The Office of Education has fulfilled this purpose through the years by (1) publishing educational information and discussion, (2) establishing cooperative relationships with State, county, local, and private educational systems and agencies, (3) engaging in educational research, and (4) providing leadership, consultative, and clearinghouse services related to education in general, and performed through State and national conferences, educational planning, publications, and public addresses.

Various acts of Congress and several Executive orders authorized by Congress have broadened the functions of the Office of Education through the years. From time to time, operating programs have been added to the earlier informative and consultative functions. A substantial proportion of the Office personnel is employed in these operating programs.

OPERATING PROGRAMS

Activities of the Office were extended to include a greater emphasis on higher education when public laws were enacted providing for the allocation of funds to the colleges of agriculture and mechanic arts. Functions of the Federal Board of Vocational Education created in 1917 were assigned to the Commissioner of Education in 1933. These, together with subsequent acts of Congress authorizing the Office of Education to allocate Federal funds to the States and Territories for vocational education, have widened the performance area of the Office through its relationships with colleges, trade, and other vocational schools. These programs are discussed in detail in this chapter. Also, during the 1930's, Congress approved a considerable amount of legislation related to educational programs and to welfare of the people for the depression period. These laws introduced additional functions into the Office of Education related to relief programs including Civilian Conservation Corps; Public Forum Project; Projects for Research in Universities; Emergency Educational Radio Programs; Local School Units Project; National Youth Administration; Works Progress Administration program of school construction; Federal Emergency Relief Administration funds for emergency educational programs, student aid, rural school extension, literacy classes, adult education and nursery schools; and Public Works Administration projects in schoolhouse construction. These projects operated for relatively short periods and were discontinued as economic conditions improved.

A further expansion of the duties of the Office developed in the 1940's from the emergency wartime educational programs. During these years the Office was also invited to assist other Federal agencies in a consultative capacity. Following World War II, the Surplus Property Utilization

Program was established and assistance to federally affected school districts developed into a very substantial program. Participation of the Office of Education in these services are other examples of broadened functions.

As background for understanding the present status of the Office of Education, it might be stated that the act of 1867 established the Office and designated its primary functions. Subsequent congressional acts and Executive orders have created service functions and strengthened the informative and consultative functions contemplated by the original legislation.

OFFICE ADMINISTRATION

All funds appropriated to the Office of Education are used to promote the general cause of education. These funds are expended for many educational purposes, some of which are: collecting statistics, conducting research, printing reports, administration, consultation, addressing meetings of professional educators, distributing educational funds, and other activities which help with the improvement of education.

Appropriations made to the Office of Education for administering its various programs for the past 10 years are listed in table 7. A sharp decline in the appropriations, caused by the liquidation of wartime programs, occurred in 1945-46. The rise in appropriations during the past few years has been due primarily to the programs of assistance to education in federally affected areas. Also, the act providing for the school facilities survey approved by the Eighty-first Congress, which is described in detail in another section, accounts for a portion of the increase. Funds reported in table 7 do not include amounts for administration transferred from other departments of the Government for special programs, and they do not include amounts distributed to the States as aid to education.

Table 7.—FEDERAL FUNDS APPROPRIATED FOR THE ADMINISTRATION OF THE OFFICE OF EDUCATION: 1944-45 TO 1953-54

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 years)	\$21,981,200	1946-47.....	\$1,458,089	1950-51.....	\$2,368,800
1944-45.....	2,081,100	1947-48.....	1,798,948	1951-52.....	2,913,800
1945-46.....	1,469,533	1948-49.....	2,010,000	1952-53.....	2,662,000
		1949-50.....	2,026,600	1953-54.....	2,919,600

¹ Includes a supplementary appropriation of \$170,985 not reported in "Federal Funds for Education, 1950-51 and 1951-52."

LAND-GRANT COLLEGES

The fundamental purpose of the Morrill Act was to insure the development in each State of at least one college adapted to the educational needs of those engaged in agriculture and in industry. This act was signed by

President Lincoln in 1862. Institutions established or designated to receive the Federal assistance provided by the Morrill Act are generally known as land-grant colleges and universities.

The act authorized grants to the States of 30,000 acres of land, or the equivalent in scrip, for each Representative and each Senator. State legislatures were expected to provide sites and essential buildings and to make additional appropriations for necessary operating expenses. A provision of the act requires that monies derived from the sale of the land in each State shall constitute a perpetual and irreducible fund, the income from which is for the support of its colleges of agriculture and mechanic arts.

Additional appropriations.—After several land-grant colleges had been in operation for a number of years, with encouragement and assistance from the Federal Government, the States found it difficult to support them adequately. Consequently, in 1890 a new law was enacted which provided for annual grants of Federal funds for the land-grant colleges then operating. Annual grants could also be made to any colleges that might thereafter be established in accordance with the law of 1862. The 1890 law provided for an appropriation of \$15,000 for the current year for each State or Territory, with an increase of \$1,000 each year over the preceding year for 10 years, after which the annual appropriation was to be \$25,000.

The Federal Government again came to the assistance of the land-grant colleges and universities in 1907 through the Nelson Amendment to the act making appropriations for the Department of Agriculture for the 1907-1908 school year. This amendment authorized an appropriation of \$5,000 in addition to the \$25,000 for each State and Territory, with an increase of \$5,000 each year over the preceding year for a period of 4 years, after which the annual amount under the amendment would continue to be \$25,000. Thus, the total amount under both the 1890 and the 1907 acts for each State was \$50,000. Special acts have been passed extending their benefits to the Territories of Alaska, Hawaii, and Puerto Rico.

Further annual increases of Federal assistance for these colleges and universities have been provided through the Bankhead-Jones Act of 1935 as amended in 1952. This act did not make continuing appropriations; it authorized annual appropriations. The act, as amended, provided that \$1,000,000 may be appropriated annually for the States and the Territories of Alaska and Hawaii to be distributed as flat grants of \$20,000 each. In addition, the law now provides for the appropriation of \$1,501,500 to be allocated to the several States and the Territories of Alaska and Hawaii in the proportion which the total population of each is to the total population of the States, Alaska, and Hawaii as determined by the last preceding decennial census.

Amounts granted under all acts are presented in column 7 of table 3 for the 1952-53 school year and in table 8 for the 1953-54 school year. These include the following annual grants to all States, Alaska, and Hawaii.

30 FEDERAL FUNDS FOR EDUCATION, 1952-53 AND 1953-54

Puerto Rico, however, participates in only the Second Morrill Act (1890) and the Nelson Amendment (1907) listed below:

Second Morrill Act (1890).....	\$25,000
Nelson Amendment (1907).....	25,000
Uniform State and Territorial Grant from the Bankhead-Jones Act (1935) as amended in 1952.....	20,000
Total.....	\$70,000

In addition to the above grants, \$1,501,500 is apportioned to all the States, Alaska, and Hawaii in the form of variable grants, in accordance with the provision of the Bankhead-Jones Act (1935) as amended in 1952. Puerto Rico does not participate in these variable grants.

This Federal assistance for the development of agriculture and mechanic arts in *higher education* was started in 1862, but it was not until 55 years later that similar aid for vocational education was approved for *secondary schools*. The latter program of Federal assistance is described on page 40.

Table 8.—FEDERAL FUNDS APPROPRIATED FOR INSTRUCTION AT LAND-GRANT COLLEGES, 1953-54

State or Territory	Variable grants	Total grants	State or Territory	Variable grants	Total grants
1	2	3	1	2	3
Total.....	\$1,501,500.00	\$1,501,500.00	Nevada.....	\$1,500.00	\$71,500.00
Alabama ¹	20,541.43	100,541.43	New Hampshire.....	5,319.18	75,319.18
Arizona.....	7,477.26	77,477.26	New Jersey.....	48,233.27	118,233.27
Arkansas ¹	19,047.71	89,047.71	New Mexico.....	6,794.96	76,794.96
California.....	105,599.47	173,599.47	New York.....	147,933.81	217,933.81
Colorado.....	13,218.00	83,218.00	North Carolina ¹	40,518.47	110,518.47
Connecticut.....	20,022.08	90,022.08	North Dakota.....	6,180.03	76,180.03
Delaware ¹	3,173.96	73,173.96	Ohio.....	79,209.02	149,209.02
Florida.....	27,644.26	97,644.26	Oklahoma ¹	22,278.07	92,278.07
Georgia ¹	34,800.23	104,800.23	Oregon.....	15,175.65	85,175.65
Idaho.....	3,871.76	78,871.76	Pennsylvania.....	104,719.55	174,719.55
Illinois.....	86,905.51	156,905.51	Rhode Island.....	7,899.30	77,899.30
Indiana.....	39,244.89	109,244.89	South Carolina ¹	21,117.72	91,117.72
Iowa.....	20,145.67	90,145.67	South Dakota.....	6,511.20	76,511.20
Kansas.....	19,005.70	89,005.70	Tennessee ¹	32,835.48	102,835.48
Kentucky ¹	29,374.97	99,374.97	Texas ¹	76,920.54	146,920.54
Louisiana ¹	26,703.55	96,703.55	Utah.....	6,871.53	76,871.53
Maine.....	9,115.06	79,115.06	Vermont.....	3,703.09	73,703.09
Maryland ¹	23,371.85	93,371.85	Virginia ¹	29,104.43	109,104.43
Massachusetts.....	46,788.73	116,788.73	Washington.....	23,730.58	93,730.58
Michigan.....	63,559.50	133,559.50	West Virginia ¹	20,005.74	90,005.74
Minnesota.....	29,750.80	99,750.80	Wisconsin.....	34,200.80	104,200.80
Mississippi ¹	21,735.06	91,735.06	Wyoming.....	2,928.08	72,928.08
Missouri ¹	89,448.37	109,448.37	Alaska.....	1,233.24	71,233.24
Montana.....	5,895.57	75,895.57	Hawaii.....	4,985.53	74,985.53
Nebraska.....	13,232.20	83,232.20	Puerto Rico ²	0	80,000.00

¹ The Negro land-grant college in this State receives a stipulated proportion of funds.

² Puerto Rico does not participate in appropriations authorized by the Bankhead-Jones Act of June 29, 1935, as amended June 1952.

SCHOOL ASSISTANCE FOR FEDERALLY AFFECTED AREAS

In recognition of the continuing need for assistance to school districts overburdened by the loss of taxable wealth due to Federal ownership of property and by increased enrollments brought about by Federal activi-

ties, the President in his State of the Union Message of 1953 requested Congress to amend and extend Public Laws 815 and 874 (81st Cong.). These amendments were incorporated in Public Laws 246 and 248, enacted by the first session of the 83d Congress. Public Law 246 provides for continued assistance for school construction in districts where increases in school enrollments due to Federal activity occurred between June 1952 and June 1954, with more stringent formula provisions for eligibility and payments. Public Law 248 modified the provisions of Public Law 874 for current expenses and extended the program through the 1956 school year. These latter modifications and extensions increase payments to some school districts for 1954 but reduce Federal payments to almost all districts for the 1954-55 and 1955-56 school years.

Basically, the Federal legislation has recognized three categories of children for whom the Federal Government assumes partial responsibility by providing funds for educational services. These groups have been designated "A," "B," and "C." The "A" children are those whose parents live and work on Federal property; "B" children are those whose parents live or work on Federal property; and "C" children are those whose parents have migrated to an area because of Federal activity but who do not work or live on the Federal property.

Maintenance and Operation.—Public Law 874 approved September 30, 1950, and amended August 8, 1953, authorizes the Commissioner of Education to make contributions toward current school operating expenses under certain conditions specified in the law. Section 2 provides for payments in lieu of taxes for real property acquired in a local school district by the Federal Government since 1938 if the acquisition amounts to 10 percent or more of the assessed valuation of all properties in the district and if the Federal ownership constitutes a continuing financial burden on the local board of education.

The law provides for payments to school districts which suffer a financial burden due to sudden and substantial increases in enrollments because of Federal activities. Specific formulas for use in determining the amounts school districts are entitled to receive are included in the Federal legislation. These formulas are based on the number of children in the three categories and the rate per child to be paid from Federal funds. "A" children justify Federal allocations to the extent of the full rate per child and "B" children are included at half this rate. Extra payments are authorized for new "A" and "B" children enrolled in the current year to make up for the lag in the receipt of State aid for such pupils where State aids are based on pupil data for a preceding year. Payments for "C" children are limited to the actual deficit in local operating revenues but may not exceed the pupil rate for each federally connected pupil. Eligibility is limited to school districts which have the required percents of federally connected pupils in attendance.

The local contribution rate is calculated on the basis of current school expenditures in similar communities in the State. A minimum rate for Federal payment is provided in the law and becomes effective in 1954. This minimum is half the State average current expenditure per pupil in average daily attendance.

Local contribution rates averaged \$105.84 for the 1950-51 school year, \$113.32 for 1951-52, and \$120.23 for 1952-53. These rates represent average expenditures made from local revenues in the comparable school districts two years prior to the year for which the entitlement was calculated. Comparable national averages of expenditures from local revenues per pupil were \$119.66 and \$128.13 for the 1951-52 and the 1952-53 school years, respectively. It is evident that the rates paid under the assistance program are slightly less than those expended nationally by local communities and are increasing at about the same pace.

Federal operation of schools is also authorized in this law for Federal bases in the United States, Alaska, and Puerto Rico where local boards of education are either not able or lack jurisdiction to provide the required educational services. Assistance to the federally-affected school districts since the enactment of Public Law 874 is summarized in table 9.

Since the total amount of assistance due any district is recalculated on the basis of a final report submitted after the close of the year and the final Federal payment is adjusted to this recalculation, a part of the entitlement for any year is actually paid in the following school year. Hence, the cash disbursements for 1950-51 and 1951-52 are less than the entitlements for these years while the disbursement for 1952-53 is greater than the total of all entitlements for that year. Details on the entitlements, State by State, and for individual districts may be obtained from tables included in the third annual report of the Commissioner on the *Administration of Public Laws 874 and 815*, dated June 30, 1953.

Amounts disbursed to the various States and Territories for the 3 years summarized in table 9 are reported in detail in table 10. Totals in column 5 of table 10 indicate the amounts received by the federally affected school districts as aid for current operating expenses from the Federal Government during the 1950-51, 1951-52, and 1952-53 school years.

School construction.—Federal aid for schoolhouse construction in federally affected school districts was provided in title II of Public Law 815 approved by the Eighty-first Congress on September 30, 1950. The law permitted the filing of applications through June 1952 and authorized appropriations to be made through the 1952-53 school year. The data for 1952-53 are also reported in column 11 of summary table 3.

The act was designed to assist local school districts in erecting necessary school facilities to house the World War II and the postwar increases in enrollment where such increases were due to Federal activities. Con-

tinued increases in school enrollments in federally affected districts during the Korean defense buildup required the continuation of these provisions through the extension of Public Law 815 to June 1954, by the 83d Congress.

The same general pattern of requirements for eligibility and criteria for determining Federal allocations as is contained in Public Law 874 has been followed in the administration of Public Law 815. Eligibility under title III of the amended act is based upon the increase in membership of federally connected children during the period from June 1952 to June 1954 and the rate per pupil is computed in terms of the average per pupil cost of constructing the minimum school facilities. Amounts authorized are computed in accordance with a formula based upon varying percentage payments for "A," "B," and "C" children. Funds approved for projects cannot exceed the amount needed to provide minimum school facilities for pupils who otherwise would have no school housing.

The law requires the Commissioner of Education to rank construction projects in the order of relative urgency of need when appropriated funds are insufficient to pay the Federal share of the cost of approvable projects. This is accomplished through a priority index that is based upon the percent of federally connected pupils and the percent of unhoused children, not to exceed the former percent, in each district.

A new title IV contained in Public Law 246 of the Eighty-third Congress, approved by the President on August 8, 1953, authorizes the construction of school facilities in needy school districts which have been unable to qualify for funds under Public Law 815 because school enrollments have not increased since 1939, but which have large numbers of school children who reside on Federal property. These districts are chiefly those that educate children residing on tax-exempt Indian lands in the Western States.

Approximately 380,000 pupils were reported to be without adequate facilities in over 500 districts that have applied under the amended act, and the tentative maximum payments approximate \$130,000,000. The first year, \$53,500,000 of an appropriated \$70,000,000 will be distributed toward this need. Federal on-base projects will cost approximately \$12,000,000 under this new program. Public Law 246 authorizes appropriations through 1955.

A total of 940 federally affected school districts qualified for approximately \$392,500,000 of Federal funds as authorized by the original legislation in Public Law 815. Congress appropriated sufficient funds prior to July 1952 to allocate \$293,804,178 to 740 districts having the higher priorities. In May 1954 Congress appropriated an additional \$55,000,000 to apply on unpaid entitlements. Due to the lack of sufficient appropriations, a priority system was required and the projects approved were limited to funds required to provide minimum facilities for 90 percent

of the unhoused children, although the law authorized complete school facilities. All eligible districts which had unhoused pupils according to the formula received Federal funds.

Table 11 gives the number of projects by States for which Federal funds were reserved and the amount of Federal funds reserved by October 15, 1953, for the construction of school facilities in federally affected school districts. Also given are the amounts disbursed to the States and Territories in the 1950-51, 1951-52, and 1952-53 school years.

Some of the funds authorized by Public Laws 815 and 246 are not allocated to school districts but, under sections 204 and 310, are used for the construction of school facilities on Federal bases where no local educational agency can accept responsibility for the education of pupils residing on these bases. Another section of the law provides for the construction of temporary school facilities for children whose attendance in the school district will be of temporary duration. A summary of Federal funds reserved and disbursed for these construction projects is given in table 12.

As indicated in column 2 of table 12, funds were reserved for a total of 110 projects to be constructed entirely with Federal funds. Of this number, 94 projects were on military bases and required an expenditure of \$39,129,445.50. They were planned to house 35,300 pupils. Also included in the 110 projects were 16 temporary buildings constructed in local school districts where the Federal activities were understood to be of a short duration. The Federal expenditure for these 16 buildings was \$4,707,328.11 for the 3 years.

Tables 11 and 12 list the amounts reserved for construction projects as well as the amounts actually disbursed during three school years. After a construction project is approved and the funds reserved, payments are made as the construction progresses. Reports on progress which permit partial Federal payments are made by the engineering staff of the Housing

Table 9.—FEDERAL ASSISTANCE FOR THE MAINTENANCE AND OPERATION OF SCHOOLS IN FEDERALLY AFFECTED SCHOOL DISTRICTS, 1950-51 TO 1953-54

School year	Eligible applicant school districts	Amount appropriated	Net entitlements	Amounts disbursed during the year for all entitlements
1	2	3	4	5
Total (4 years).....		\$212,529,729	\$134,552,799	\$115,767,712.49
1950-51.....	1,176	\$29,090,789	\$9,090,789	\$3,771,739.00
1951-52.....	1,708	\$1,570,000	\$7,828,899	\$5,941,310.97
1952-53.....	2,210	\$0,800,000	\$7,551,112	\$5,994,698.51
1953-54.....	2,480	\$2,360,000		

¹ Includes \$280,728 transferred to Office of Education from other Federal agencies which had been appropriated for same purposes as Public Law 874.

² Estimated.

³ Not available on date of publication.

and Home Finance Agency. This gradual release of Federal funds as the construction progresses will explain why the disbursements are less than the total amount reserved.

Table 10.—FEDERAL FUNDS DISBURSED TO THE STATES AND TERRITORIES FOR ASSISTANCE IN THE MAINTENANCE AND OPERATION OF SCHOOLS IN FEDERALLY AFFECTED SCHOOL DISTRICTS, 1950-51 TO 1952-53

State or Territory	1950-51	1951-52	1952-53	Total
1	2	3	4	5
Total	\$13,771,739.00	\$25,941,310.97	\$23,994,668.51	\$63,707,718.48
Alabama.....	252,774.00	434,561.47	1,050,408.95	1,744,744.43
Arizona.....	81,388.00	461,443.31	776,319.05	1,319,650.36
Arkansas.....	573,109.00	604,368.71	945,127.03	2,122,603.74
California.....	2,013,125.00	5,297,570.55	15,094,953.76	23,305,679.31
Colorado.....	207,176.00	1,002,603.02	1,638,493.87	2,848,271.89
Connecticut.....	230,373.00	440,445.85	840,101.11	1,530,919.96
Delaware.....	0	747,956.83	—0.21	747,956.63
Florida.....	155,571.00	155.17	1,146,303.33	1,304,029.50
Georgia.....	1,254,601.00	2,568,356.96	3,186,169.51	7,009,127.47
Idaho.....	107,554.00	169,586.44	243,784.67	530,927.11
Illinois.....	522,644.00	899,712.13	1,381,068.76	2,783,425.89
Indiana.....	22,847.00	511,969.91	740,066.49	1,274,883.50
Iowa.....	41,240.00	105,506.13	209,476.95	356,223.08
Kansas.....	550,752.00	1,453,540.15	2,647,196.34	4,651,488.49
Kentucky.....	171,119.00	1,075,445.95	1,614,230.92	2,860,795.92
Louisiana.....	0	127,631.64	188,331.60	315,963.24
Maine.....	121,184.00	175,576.03	333,433.62	630,193.65
Maryland.....	83,101.00	701,374.07	1,231,094.87	2,015,569.94
Massachusetts.....	123,634.00	346,977.18	668,300.52	1,138,911.70
Michigan.....	251,869.00	1,437,304.76	880,525.23	2,675,198.99
Minnesota.....	8,018.00	38,998.68	50,097.80	97,114.48
Mississippi.....	164,995.00	344,682.75	515,156.53	1,024,834.31
Missouri.....	136,439.00	293,444.67	821,728.00	1,255,622.36
Montana.....	4,342.00	251,321.20	239,747.98	495,311.18
Nebraska.....	98,845.00	404,654.26	654,166.10	1,152,108.36
Nevada.....	69,099.00	165,560.35	510,642.23	745,301.68
New Hampshire.....	98,905.00	71,402.07	314,181.83	484,551.90
New Jersey.....	82,489.00	288,216.32	1,041,824.87	1,412,550.19
New Mexico.....	177,060.00	259,404.60	565,914.16	1,002,378.96
New York.....	60,019.00	476,329.43	800,206.61	1,336,555.04
North Carolina.....	61,733.00	647,903.74	731,171.46	1,440,808.20
North Dakota.....	796.00	76,572.47	189,555.20	266,923.67
Ohio.....	502,359.00	1,035,973.12	2,000,065.15	3,538,379.37
Oklahoma.....	748,708.00	1,319,314.05	2,418,515.80	4,486,537.94
Oregon.....	100,497.00	421,434.27	406,296.48	927,217.75
Pennsylvania.....	141,177.00	450,697.46	1,017,569.41	1,609,443.87
Rhode Island.....	149,709.00	280,169.42	543,989.57	973,857.99
South Carolina.....	93,760.00	350,907.09	958,675.63	1,403,341.72
South Dakota.....	89,638.00	262,554.39	456,600.63	781,693.02
Tennessee.....	111,128.00	217,658.06	272,791.95	601,588.91
Texas.....	1,065,896.00	544,668.47	5,178,920.29	6,789,504.76
Utah.....	182,026.00	3,216,644.34	742,324.30	4,140,994.64
Vermont.....	9,223.00	23,026.14	45,365.26	77,619.50
Virginia.....	946,563.00	2,550,559.63	4,807,437.52	8,304,635.14
Washington.....	783,252.00	1,724,242.62	3,673,327.39	6,180,821.91
West Virginia.....	0	17,832.73	45,686.00	63,518.73
Wisconsin.....	26,477.00	72,621.56	196,081.63	307,380.19
Wyoming.....	44,762.00	65,576.18	108,013.40	218,351.58
Alaska.....	92,180.00	741,437.53	939,392.82	1,772,910.70
Hawaii.....	0	770,127.14	1,447,678.95	2,217,805.09
Puerto Rico.....	0	0	396,779.66	396,779.66

Table 11.—FEDERAL FUNDS RESERVED FOR THE STATES AND TERRITORIES AS OF OCTOBER 15, 1953, FOR THE CONSTRUCTION OF SCHOOL FACILITIES IN FEDERALLY AFFECTED SCHOOL DISTRICTS, AND DISBURSED, 1950-51 TO 1952-53

State or Territory	Number of projects for which funds were reserved as of 10-15-53	Amount of Federal funds reserved as of 10-15-53	Disbursements			
			1950-51	1951-52	1952-53	Total
1	2	3	4	5	6	7
Total.....	1,228	\$223,804,178.15	\$2,955,505.15	\$43,952,629.77	\$117,883,889.43	\$164,712,024.35
Alabama.....	60	9,017,508.90	15,519.20	396,190.10	3,678,884.01	3,990,593.31
Arizona.....	45	10,301,234.78	101,189.00	2,645,997.31	2,862,333.30	3,327,520.61
Arkansas.....	39	7,498,437.10	0	1,139,783.00	3,831,683.83	5,031,466.83
California.....	115	38,478,236.65	208,934.00	1,845,333.80	14,144,166.65	16,254,434.45
Colorado.....	21	5,489,788.00	25,000.00	351,800.80	1,740,997.80	2,127,798.60
Connecticut.....	8	3,080,710.00	0	23,700.00	2,313,570.80	2,346,270.80
Delaware.....	0	0	0	0	0	0
Florida.....	27	6,441,572.00	0	251,251.30	2,961,062.00	3,192,313.30
Georgia.....	68	15,992,853.24	111,466.10	2,197,015.80	7,909,746.35	10,218,227.65
Idaho.....	12	2,946,682.74	0	362,078.14	1,348,573.80	1,730,651.94
Illinois.....	25	7,428,463.43	223,515.00	3,336,736.00	3,064,901.35	5,627,152.35
Indiana.....	31	3,447,187.00	206,854.00	155,138.00	1,657,978.90	2,009,970.90
Iowa.....	20	1,530,887.04	24,892.00	252,327.80	540,146.24	817,377.04
Kansas.....	36	4,194,454.18	17,373.40	621,341.64	1,851,097.84	2,490,712.88
Kentucky.....	22	3,967,778.00	0	666,987.80	1,417,492.20	2,073,480.00
Louisiana.....	16	3,333,908.00	29,448.00	806,238.65	1,843,089.45	2,371,766.10
Maine.....	4	449,789.00	0	0	60,985.90	60,985.90
Maryland.....	23	14,974,041.00	106,708.80	831,979.80	5,242,279.40	6,380,968.00
Massachusetts.....	1	84,000.00	0	0	8,400.00	8,400.00
Michigan.....	62	15,870,479.67	269,180.00	3,678,083.00	5,745,484.00	9,693,697.00
Minnesota.....	0	630,711.00	0	0	372,893.80	372,893.80
Mississippi.....	22	2,680,169.14	8,006.00	885,382.10	1,442,689.89	2,336,077.99
Missouri.....	39	5,441,431.01	22,183.20	1,478,578.30	2,368,834.87	3,769,596.37
Montana.....	12	1,438,380.00	0	101,033.40	671,648.50	772,676.90
Nebraska.....	10	1,429,800.75	72,191.70	396,415.10	247,178.90	715,785.70
Nevada.....	9	2,676,771.41	81,780.00	781,903.00	1,216,296.80	2,049,981.80
New Hampshire.....	0	0	0	0	0	0
New Jersey.....	17	2,238,166.00	20,974.00	44,942.00	1,323,494.30	1,397,411.30
New Mexico.....	20	7,484,519.07	94,950.30	1,638,843.85	2,430,909.40	3,544,703.55
New York.....	15	6,374,155.23	26,453.90	104,190.00	1,430,128.79	1,560,772.69
North Carolina.....	17	5,265,951.00	51,331.20	213,903.00	2,273,264.50	2,538,500.70
North Dakota.....	5	236,970.00	0	41,022.00	73,974.50	114,996.50
Ohio.....	24	8,544,732.19	100,000.00	2,290,455.80	2,008,987.35	5,579,443.95
Oklahoma.....	39	7,365,840.84	368,400.20	2,089,889.25	2,677,129.12	5,205,129.62
Oregon.....	12	1,647,678.10	0	888,230.00	795,698.80	1,578,928.80
Pennsylvania.....	14	3,371,175.50	56,665.00	361,240.30	1,682,625.10	2,080,530.40
Rhode Island.....	9	456,880.00	0	190,264.20	96,632.10	386,900.30
South Carolina.....	20	6,887,703.31	9,000.00	546,403.70	4,169,151.40	4,745,160.10
South Dakota.....	6	455,330.00	0	46,289.20	121,385.00	177,674.20
Tennessee.....	34	4,880,683.72	0	386,161.70	2,841,051.61	3,177,313.31
Texas.....	102	18,165,708.22	300,787.20	5,777,957.11	7,681,312.70	13,739,957.01
Utah.....	11	3,402,815.00	0	221,088.70	1,119,978.60	1,341,067.30
Vermont.....	1	145,000.00	0	0	65,341.80	65,341.80
Virginia.....	28	21,804,671.57	26,491.20	2,703,343.40	7,144,491.20	9,823,324.80
Washington.....	79	23,231,078.89	169,557.10	5,089,325.96	8,490,890.67	12,769,774.73
West Virginia.....	0	0	0	0	0	0
Wisconsin.....	2	239,343.00	0	0	23,935.20	23,935.20
Wyoming.....	0	0	0	0	0	0
Alaska.....	5	2,744,065.00	0	245,400.00	1,305,875.00	1,551,275.00
Hawaii.....	5	3,226,000.00	0	80,000.00	636,968.00	706,968.00

Table 12.—FEDERAL FUNDS RESERVED FOR THE STATES AND TERRITORIES AS OF OCTOBER 15, 1953, FOR THE CONSTRUCTION OF SCHOOL FACILITIES ON FEDERAL PROPERTIES AND TEMPORARY BUILDINGS IN CERTAIN SCHOOL DISTRICTS, AND DISBURSED, 1951-52 AND 1952-53

State or Territory	Number of projects for which funds were reserved as of 10-15-53	Amount of Federal funds reserved as of 10-15-53	Disbursements		
			1951-52	1952-53	Total
1	2	3	4	5	6
Total	110	\$43,826,773.61	\$11,542,263.17	\$16,255,261.64	\$27,797,524.81
Alabama.....	1	155,970.00	0	6,119.80	6,119.80
Arizona.....	10	4,552,333.34	230,822.11	485,959.68	715,781.77
California.....	20	7,897,012.51	1,445,987.11	3,303,367.64	4,749,354.75
Florida.....	4	1,291,806.38	721,179.69	410,030.60	1,131,210.28
Georgia.....	3	1,071,235.00	89,698.37	672,455.93	762,154.30
Idaho.....	1	137,400.00	0	31,269.53	31,269.53
Kansas.....	1	350,808.00	53,062.24	259,347.58	342,409.82
Kentucky.....	6	2,312,149.11	1,559,470.67	336,597.34	1,896,068.01
Maine.....	1	917,125.00	0	0	0
Maryland.....	2	312,100.00	10,617.00	198,267.96	208,884.96
Massachusetts.....	3	1,234,475.00	22,050.00	475,237.58	497,277.58
Michigan.....	1	606,450.00	172,807.98	385,517.15	558,325.13
Missouri.....	1	253,734.00	0	2,506.28	2,506.28
Nevada.....	2	518,490.00	80,826.64	387,707.59	468,534.23
New Jersey.....	1	754,000.00	0	397,811.61	397,811.61
New Mexico.....	4	1,548,819.00	647,466.94	616,376.37	1,263,843.31
New York.....	3	616,525.00	0	7,250.00	7,250.00
North Carolina.....	2	1,747,693.00	279,457.83	753,865.53	1,033,323.35
Oklahoma.....	1	520,166.41	302,796.94	217,369.47	520,166.41
Oregon.....	1	22,000.00	0	0	0
South Carolina.....	3	2,144,676.00	2,129,182.07	718,105.37	2,847,287.44
South Dakota.....	2	636,581.00	235,202.95	221,444.24	456,647.19
Texas.....	7	2,779,761.96	567,126.22	1,360,392.95	1,927,519.17
Utah.....	5	628,900.00	95,481.73	470,679.22	564,160.95
Virginia.....	3	1,292,050.00	19,953.35	760,101.52	780,054.87
Washington.....	4	2,216,620.00	1,380,082.72	703,182.45	2,083,265.17
Alaska.....	10	5,293,237.00	1,140,022.66	2,792,623.97	3,932,646.63
Puerto Rico.....	2	681,900.00	339,971.95	311,784.22	651,756.17

SCHOOL FACILITIES SURVEY

Since 1930, those in charge of the public schools have been especially conscious of neglecting the construction of new school plant facilities. Some of the reasons for this neglect are associated with the economic depression, World War II, inadequate supplies of building materials, and high construction costs in the postwar years. Cumulative effects of these conditions, combined with the additional demands for school housing arising from population shifts, district reorganizations, and higher birth rates, have brought the Nation to a critical stage in school housing.

In response to this critical situation and the certainty that conditions would become more acute, Public Law 815 (81st Cong.) was approved on September 23, 1950. Title I of this law authorized the appropriation of \$3,000,000 to

... assist the several States to inventory existing school facilities, to survey the need for the construction of additional facilities in relation to the distribution of

Table 13.—FEDERAL FUNDS ALLOTTED AND DISBURSED TO THE STATES AND TERRITORIES FOR THE SCHOOL FACILITIES SURVEY, 1950-51 TO 1953-54

State or Territory	Amounts Allotted	Disbursements				
		1950-51	1951-52	1952-53	1953-54	Total
1	2	3	4	5	6	7
Total.....	\$3,000,000	\$278,145	\$288,254	\$282,993	\$282,498	\$1,940,890
Alabama.....	72,800	15,400	27,053	16,395	13,222	72,800
Arizona.....	15,000	2,079	5,043	7,038	0	15,000
Arkansas.....	47,000	10,907	12,945	23,743	0	47,000
California.....	171,080	0	91,443	79,557	80	171,080
Colorado.....	24,080	850	9,578	13,653	0	24,080
Connecticut.....	33,000	2,180	7,511	12,967	9,942	33,000
Delaware.....	10,000	0	10,000	0	0	10,000
Florida.....	46,700	7,500	23,447	5,813	0	46,700
Georgia.....	77,000	13,658	63,344	0	0	77,000
Idaho.....	12,600	0	0	0	0	0
Illinois.....	143,300	0	18,649	0	0	18,649
Indiana.....	74,480	7,556	45,053	14,869	6,572	74,480
Iowa.....	47,000	8,113	15,423	8,025	14,809	46,430
Kansas.....	35,000	0	0	0	12,135	12,135
Kentucky.....	67,480	10,000	25,000	9,000	24,480	67,480
Louisiana.....	59,360	18,030	27,073	5,259	5,998	59,360
Maine.....	18,499	771	9,076	0	0	9,847
Maryland.....	28,920	9,595	9,019	0	0	18,614
Massachusetts.....	79,800	0	0	49,345	0	49,345
Michigan.....	122,080	5,199	27,171	24,575	26,910	83,855
Minnesota.....	56,280	0	28,140	11,737	0	39,877
Mississippi.....	55,160	6,057	17,228	8,802	23,283	55,160
Missouri.....	72,520	12,087	0	0	0	12,087
Montana.....	11,300	291	10,909	0	0	11,200
Nebraska.....	24,640	0	0	0	0	0
Nevada.....	10,000	667	3,605	5,728	0	10,000
New Hampshire.....	10,000	550	9,450	0	0	10,000
New Jersey.....	77,500	0	0	20,487	53,516	74,003
New Mexico.....	13,840	3,710	11,130	0	0	14,840
New York.....	232,960	0	0	0	0	0
North Carolina.....	96,520	14,305	24,458	17,258	12,532	69,616
North Dakota.....	12,440	3,440	0	0	0	3,440
Ohio.....	142,520	20,643	0	0	5,316	26,959
Oklahoma.....	50,400	8,400	30,110	11,890	0	50,400
Oregon.....	28,000	2,000	10,000	10,000	5,000	28,000
Pennsylvania.....	195,180	0	139,094	36,128	19,958	195,180
Rhode Island.....	12,600	0	10,760	1,840	0	12,600
South Carolina.....	52,080	0	0	0	0	0
South Dakota.....	13,160	2,475	8,342	2,443	0	13,160
Tennessee.....	72,800	10,640	13,408	2,366	4,251	30,665
Texas.....	156,800	21,531	24,236	38,771	42,153	127,141
Utah.....	15,980	0	0	0	0	0
Vermont.....	10,000	1,624	6,276	2,200	0	10,000
Virginia.....	65,520	0	0	0	0	0
Washington.....	43,960	7,845	16,806	19,809	0	43,960
West Virginia.....	47,040	18,603	5,210	5,051	6,615	31,009
Wisconsin.....	53,840	0	8,131	16,410	15,498	40,037
Wyoming.....	10,000	0	0	0	0	0
District of Columbia.....	0	0	0	0	0	0
Alaska.....	8,800	4,125	3,575	800	0	8,800
Hawaii.....	25,000	6,263	10,087	9,543	0	26,533
Puerto Rico.....	54,000	21,500	19,701	12,799	0	54,000
Virgin Islands.....	5,000	221	287	0	0	508
Unallotted.....	47,200	0	0	0	0	0

school population, to develop State plans for school construction programs, and to study the adequacy of State and local resources available to meet school facilities requirements. . . .

Under this legislation, the Office of Education was authorized to use the appropriation "for making payments to the States whose applications for funds for carrying out such purposes have been approved." Allotments to the States were made in proportion to their school-age populations; and, within these allotments, each State was entitled to receive no more than 50 percent of its expenditures in making a school facilities survey pursuant to the act. The survey programs within the States and Territories were State surveys, planned and conducted according to the judgment of the State school officials. To facilitate the gathering of information from the States, the survey was divided into two phases: (1) The first or status phase, and (2) the second or long-range planning phase.

Assistance by the Office of Education was given in coordinating the surveys and in preparing for the Congress reports concerning the findings. Three reports have been issued. The first progress report, published in 1952, was based upon an inventory of public school facilities in 25 States that were able to submit essential data in time for the report; the second progress report, also published in 1952, was based upon the current needs for additional school facilities in 37 States and presented information about State and local resources available for meeting those needs; and the third report, entitled "Report of the Status Phase of the School Facilities Survey,"¹ is based upon data reported by 43 States. This latter report absorbs the two preceding progress reports and constitutes a final status-phase report to the Congress, to State and local school officials, and to the general public on the school housing situation in the United States as revealed by the School Facilities Survey.

Amounts allotted to the States and Territories and the payments which have been made within these allotments from 1950-51 to 1953-54 are given in table 13. The Eighty-third Congress rescinded that part of the \$3,000,000 appropriation which remained unexpended from the Treasury of the United States on December 31, 1953; however, funds paid to the States by that date are available for use by the States through June 30, 1954, and any unexpended balances in possession of the States on that date must be returned to the United States Treasury.

During the period of the survey, 41 States, Alaska, Hawaii, Puerto Rico, and the Virgin Islands received funds for surveys, but Missouri returned its payment and did not participate in the survey. In addition, Nebraska conducted the survey according to the Federal pattern without using Federal funds. Six States, including Idaho, New York, South Carolina, Utah, Virginia and Wyoming, and the District of Columbia did not participate in the survey.

¹ U. S. Department of Health, Education, and Welfare, Office of Education. *Report of the Status Phase of the School Facilities Survey*. Washington, U. S. Government Printing Office, December 1953.

The States are continuing the second or long-range phase of the survey to determine the needs of the public elementary and secondary school facilities through the school year 1959-60 which are expected to be affected by such factors as increases in enrollment, shifting population, school district reorganization and obsolescence. The Office of Education contemplates the publication of a summary report on the second or long-range phase of the school facilities survey in the fall of 1954.

VOCATIONAL EDUCATION

The enactment of the Smith-Hughes Act of 1917 authorized the first Federal funds for vocational education of less-than-college grade. Additional funds were appropriated by the George-Reed Act of 1929, the George-Ellzey Act of 1934, the George-Deen Act of 1936, and the George-Barden Act of 1946. Public Law 462 (81st Cong.) extended the benefits of the George-Barden Act to the Virgin Islands. Since the historical sequence of changes from act to act have been adequately traced in preceding issues of this publication, it is considered sufficient to indicate the presently operating provisions for vocational education. These can be grouped under the Smith-Hughes and the George-Barden Acts.

The Smith-Hughes Act.—This act provides for Federal cooperation with the States in the promotion of vocational education in agriculture, trades and industries, home economics, and the preparation of teachers of vocational subjects. Allotments to the States are made in the proportions which the State populations bear to the total population of the United States, not including the outlying possessions. These appropriations include \$3,000,000 for salaries of teachers, supervisors, and directors of agricultural subjects, allotted to the States in the proportion which the rural population of each State bears to the total rural population of the United States; \$3,000,000 for salaries of teachers of trade, home economics and industrial subjects, allotted to the States in the proportion which the urban population of each State bears to the total urban population of the United States; and \$1,000,000 for training teachers of vocational subjects, allotted to the States in the proportion which the total population of each State bears to the total population of the United States. The act also provides a minimum allotment of \$10,000 annually to each State for each of the three purposes and appropriates additional sums of \$27,000, \$50,000, and \$90,000, respectively, or as much thereof as may be needed, to guarantee the minimums. The maximum sum of the appropriations available to the States annually is \$7,167,000.

Hawaii and Puerto Rico also participate in the benefits of the Smith-Hughes Act. The law of 1924 for Hawaii authorized that \$30,000 be appropriated annually, and the law of 1931 authorized that \$105,000 be appropriated annually for Puerto Rico to be used in accordance with the terms of the Smith-Hughes law.

A State or Territory desiring to participate in the benefits of the Smith-Hughes Act is required to accept by an act of its legislature the provisions of the act, to appoint the State Treasurer as custodian of the Federal appropriations, and to designate or create a State board for vocational education. The State board is required to prepare plans for vocational education to be submitted to the Office of Education showing how the Federal, State and local funds for this program will be expended in the State. The State board is also required to prepare and submit an annual report showing how funds were used and what work was accomplished.

The George-Barden Act.—Annual appropriations for the further development of vocational education in the several States and Territories are authorized in this act. These funds are made available for administration, supervision, teacher training, vocational instruction and guidance, establishing programs for apprentices, and for the purchase or rent of equipment and the purchase of supplies for vocational instruction.

The George-Barden Act authorizes maximum amounts which may be appropriated and allocated to the States and Territories for each field of vocational education. These include (1) \$10,000,000 for vocational agriculture to be allotted on the basis of farm population, (2) \$8,000,000 for home economics to be allotted on the basis of rural population, (3) \$8,000,000 for trade and industrial education to be allotted on the basis of nonfarm population, and (4) \$2,500,000 for vocational education in distributive occupations to be allotted on the basis of total population. This act also provides that no State or Territory shall receive less than \$40,000 per year for the first three fields of vocational education, nor less than \$15,000 for the fourth one.

The 1946 law does not provide for a special allocation for teacher training. However, the funds may be used for teacher training, as well as for various other items associated with the vocational education program in the act provided they are incorporated in the approved State plan.

Allotments under both acts.—Federal funds allotted under the Smith-Hughes and George-Barden Acts since July 1, 1947, are presented in table 14. Detailed amounts allotted to the States and Territories for 1952-53 are included in table 3 and for 1953-54 in table 15. Further details concerning the amounts allocated under the several authorizations will be furnished, upon request, by the Division of Vocational Education of the Office of Education.

Since these programs of vocational education are encouraged and promoted by Federal appropriations, it is interesting to note the total amount expended annually for vocational education. Laws require dollar-for-dollar matching. This implies that at least \$25,811,590.90 of State and local funds will be expended in the 1953-54 school year on vocational programs that receive this amount of Federal assistance. The Division of

42 FEDERAL FUNDS FOR EDUCATION, 1952-53 AND 1953-54

Vocational Education reports that more than \$120 million of State and local funds were expended in 1952-53 on the vocational education programs which are reimbursed in part from Federal funds. This would make a total expenditure of about \$146 million for all vocational education programs in the 1952-53 school year, of which about 18 percent was provided from the Federal appropriation. The proportion supplied from State and local sources has been increasing through the years.

Table 14.—FEDERAL FUNDS ALLOTTED FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE, 1947-48 TO 1953-54

Vocational education	1947-48 to 1950-51 (per year)	1951-52	1952-53 and 1953-54 (per year)
1	2	3	4
Grand total.....	\$27,127,882.00	\$26,273,383.00	\$25,811,590.90
SMITH-HUGHES ¹	7,285,122.03	7,285,122.03	7,273,330.22
Agriculture.....	3,058,452.90	3,058,452.90	3,054,663.44
Trade, industry, and home economics.....	3,111,918.15	3,111,918.15	3,104,434.74
Teacher training.....	1,114,755.80	1,114,755.80	1,114,232.04
GEORGE-BARDEN	19,842,759.97	18,988,260.97	18,538,260.68
Agriculture.....	6,890,084.53	6,890,084.53	6,903,459.42
Trade and industry.....	5,603,852.87	5,603,852.87	5,604,900.64
Home economics.....	5,555,323.88	5,555,323.88	5,539,900.94
Distributive occupations.....	1,794,498.69	899,099.69	449,999.68

¹ Includes appropriations to Hawaii and Puerto Rico under separate acts.

² Includes \$40,000 for Virgin Islands not earmarked according to field of vocational education.

Table 15.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR VOCATIONAL EDUCATION OF LESS-THAN-COLLEGE GRADE, 1953-54

State or Territory	Amount	State or territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$25,811,590.90	Maine.....	\$179,372.42	Pennsylvania.....	\$1,360,922.04
Alabama.....	670,986.77	Maryland.....	320,565.04	Rhode Island.....	109,577.12
Arizona.....	170,153.41	Massachusetts.....	499,933.10	South Carolina.....	422,256.73
Arkansas.....	491,697.06	Michigan.....	639,109.10	South Dakota.....	301,545.73
California.....	1,222,094.43	Minnesota.....	571,984.33	Tennessee.....	715,420.28
Colorado.....	217,420.44	Mississippi.....	614,326.57	Texas.....	1,243,751.89
Connecticut.....	256,569.04	Missouri.....	695,773.36	Utah.....	165,982.69
Delaware.....	158,653.84	Montana.....	167,074.94	Vermont.....	161,938.17
Florida.....	393,202.78	Nebraska.....	287,991.80	Virginia.....	643,317.93
Georgia.....	720,643.56	Nevada.....	158,653.84	Washington.....	362,316.11
Idaho.....	171,945.40	New Hampshire.....	161,190.84	West Virginia.....	414,353.82
Illinois.....	1,098,783.57	New Jersey.....	500,426.55	Wisconsin.....	615,079.27
Indiana.....	656,676.36	New Mexico.....	168,145.29	Wyoming.....	158,653.84
Iowa.....	556,177.99	New York.....	1,561,704.63	District of Columbia.....	128,653.84
Kansas.....	366,811.66	North Carolina.....	955,134.01	Alaska.....	128,653.84
Kentucky.....	680,790.28	North Dakota.....	204,545.80	Hawaii.....	158,653.84
Louisiana.....	491,851.26	Ohio.....	1,109,583.97	Puerto Rico.....	573,209.07
		Oklahoma.....	428,573.66	Virgin Islands.....	40,000.00
		Oregon.....	263,374.79		

PROGRAMS AT EDUCATIONAL INSTITUTIONS

The American Printing House for the Blind, the Columbia Institution for the Deaf, and Howard University are three educational institutions which receive assistance from congressional appropriations. The funds are administered by the Department of Health, Education, and Welfare, and reports of operation are made annually to the Secretary. However, these three educational services are operated as semipublic institutions under the direct control of private corporations, and the Federal appropriations should be regarded as payments for services rendered to the Federal Government.

AMERICAN PRINTING HOUSE FOR THE BLIND

The American Printing House for the Blind is a national, nonprofit institution located at Louisville, Ky. Its primary purpose is to supply educational books, materials, and tangible apparatus for the blind for schools and classes operating in all the States and Territories. The sponsorship of the Federal Government for this part of its work was originally established through the act of 1879 "To Promote the Education of the Blind." This first act appropriated \$10,000 per year. In 1919 the appropriation was increased to \$50,000; in 1927 to \$75,000; and in 1937 to \$125,000. In May 1952 the authorizing act was increased to \$260,000, but only \$185,000 of the full authorization was appropriated annually for the 1952-53 and 1953-54 school years.

Under the fiscal supervision of the Department of Health, Education, and Welfare, the institution provides the individual States with educational materials for their blind populations. The American Printing House for the Blind expends its Federal funds only for the payment of production costs of books and apparatus for the education of the blind. Allotments of materials to the States for the education of the blind are then made on the basis of quotas determined in relation to the number of blind students.

Institutions for the blind in all States use materials to the extent of these quotas. They are also permitted to purchase, at local expense, additional materials that may be needed. These additional materials are supplied to the educational institutions in the States and Territories at cost.

Amounts allotted to the States and Territories for the 1952-53 school year are given in column 5 of table 3. A summary of the Federal funds appropriated for the American Printing House for the Blind is given for the past 10 years in table 16, and in table 17 is presented detailed figures regarding the allocations of benefits to the States for the 1953-54 school year. Information for these tables has been provided by the American Printing House for the Blind at Louisville.

Table 16.—FEDERAL FUNDS APPROPRIATED TO THE AMERICAN PRINTING HOUSE FOR THE BLIND, 1944-45 TO 1953-54

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 years).....	\$1,370,000	1946-47.....	\$125,000	1950-51.....	\$125,000
1944-45.....	125,000	1947-48.....	125,000	1951-52.....	125,000
1945-46.....	125,000	1948-49.....	125,000	1952-53.....	125,000
		1949-50.....	125,000	1953-54.....	125,000

Table 17.—FEDERAL EXPENDITURES, FOR MATERIALS AND APPARATUS ALLOTTED TO INSTITUTIONS FOR THE EDUCATION OF THE BLIND IN THE STATES AND TERRITORIES, MADE BY THE AMERICAN PRINTING HOUSE FOR THE BLIND, 1953-54

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$185,000.00	Maine.....	0	Oregon.....	\$ 2,123.18
Alabama.....	4,784.24	Maryland.....	\$3,709.49	Pennsylvania.....	11,323.64
Arizona.....	1,217.39	Massachusetts.....	6,907.42	Rhode Island.....	0
Arkansas.....	3,453.71	Michigan.....	8,804.14	South Carolina.....	2,519.51
California.....	10,530.99	Minnesota.....	4,359.61	South Dakota.....	1,047.44
Colorado.....	1,961.64	Mississippi.....	3,237.34	Tennessee.....	4,399.60
Connecticut.....	2,321.35	Missouri.....	4,218.06	Texas.....	6,850.80
Delaware.....	0	Montana.....	651.11	Utah.....	905.60
Florida.....	3,255.55	Nebraska.....	1,047.44	Vermont.....	0
Georgia.....	4,699.32	Nevada.....	0	Virginia.....	5,265.49
Idaho.....	651.11	New Hampshire.....	0	Washington.....	2,179.30
Illinois.....	9,766.64	New Jersey.....	6,397.86	West Virginia.....	2,987.52
Indiana.....	3,312.17	New Mexico.....	1,840.09	Wisconsin.....	4,997.47
Iowa.....	3,906.66	New York.....	15,315.23	Wyoming.....	0
Kansas.....	2,066.56	North Carolina.....	9,423.55	District of Columbia.....	396.23
Kentucky.....	3,368.78	North Dakota.....	877.58	Hawaii.....	263.09
Louisiana.....	3,651.88	Ohio.....	9,653.40	Puerto Rico.....	2,066.56
		Oklahoma.....	2,434.59		

COLUMBIA INSTITUTION FOR THE DEAF

The Columbia Institution for the Deaf was incorporated under an act of Congress dated February 16, 1857. In 1864, President Lincoln approved an act relating to the institution which authorized it to grant degrees in the liberal arts and sciences. Since that time, Congress has frequently reconsidered and improved the status of the institution. It has also provided annual appropriations for current operating expenses and for the construction of essential buildings. The campus now includes 25 buildings and is located in the District of Columbia.

The institution, at the present time, is operated primarily for the purpose of affording higher education to deaf persons. In addition, it offers an educational program from the kindergarten through preparation for college entrance for all students from the District of Columbia who are so deaf as to be unable to progress satisfactorily in schools for hearing students. Educational services are administered under four separate departments. These are the Kendall School, Gallaudet College, the Research Department, and the Graduate Department in Education.

Kendall School.—Instruction for pupils in the elementary and secondary grades is provided in this school. It is operated chiefly for the benefit of deaf children residing in the District of Columbia. Pupils are admitted without charge to individuals on the basis of a contract with the Board of Education of the District of Columbia. Those who are residents of the States may also attend Kendall School on a tuition basis. For the present year, 1953-54, a total of 86 children are in attendance. Of this number, 67 are from the District of Columbia.

Kendall School serves children of all ages from kindergarten through the 12th grade, but it is also a center of activity for students in higher education enrolled in Gallaudet College and the Graduate Department of Education. At Kendall School the student teachers have opportunity to develop teaching methods and skills needed for their later teaching in schools for deaf children.

Gallaudet College.—This college is the only one in the world specifically established for deaf students. The curriculum is similar to that of other colleges and universities in the United States that offer 4 years of work leading to the bachelor's degree. The present enrollment of 262 represents students from 40 States and 6 foreign countries. Students are enrolled on the basis of results obtained on entrance examinations which are given in April each year in the various States. Whenever possible, students are required to pay tuition but the college pays half the cost of the students' education. Additional charges are adjusted to the financial circumstances of the student's family. Qualified students are not denied admission if the college is physically able to provide facilities.

Research Department.—This department in the Columbia Institution for the Deaf was established in 1937. It helps to foster a keen interest in the problems of the deaf, and is designed to meet the need for a central point where research work can be conducted leading toward the advancement of education for the deaf in the Nation. Research activities pertain to instructional methods, specialized equipment, pupil testing, and both teacher and pupil personnel practices.

Graduate Department of Education.—This department was organized in 1891 and until 1953 was known as the Normal Training Department. Students in this educational program for teachers, research workers, and administrators must have normal hearing, and be graduates of accredited colleges before they may be admitted. The curriculum leading toward the degree of master of science in education is fully accredited by the Conference of Executives of American Schools for the Deaf. Beyond the master's degree, a professional diploma is offered to qualified teachers of the deaf who wish to prepare for positions as administrators or supervising teachers. This department has been a continual source of teacher supply since its establishment. At the present time, over 30 superintendents and 20 principals of State residential schools for the deaf in the United States

are graduates of this department. Many of the graduates of Gallaudet College go into the teaching profession and join the staffs of State and local schools for the deaf throughout the Nation.

Detailed figures in table 18 regarding the Federal funds appropriated for the institution for the past 10 years have been provided by the Columbia Institution for the Deaf. Appropriations have increased continuously from 1944-45 to the 1952-53 school year and the amount for 1953-54 is slightly less than the amount for the preceding year.

Table 18.—FEDERAL FUNDS APPROPRIATED TO THE COLUMBIA INSTITUTION FOR THE DEAF: 1944-45 TO 1953-54

School year	Amount	Percent of 1944-45	School year	Amount	Percent of 1944-45
1	2	3	1	2	3
Total (10 yrs.)	\$3,193,505	-----	1948-49	\$320,500	157.0
1944-45	204,100	100.0	1949-50	353,800	173.3
1945-46	226,605	111.0	1950-51	368,200	180.4
1946-47	247,800	121.4	1951-52	390,000	191.1
1947-48	259,500	127.1	1952-53	412,000	202.4
			1953-54	410,000	200.9

HOWARD UNIVERSITY

In 1867 this institution was established and located in the District of Columbia. It is operated under a self-perpetuating Board of Trustees as a semipublic institution comprising an undergraduate college, a graduate school offering a master's degree, and eight professional schools, including Medicine, Dentistry, Pharmacy, Engineering and Architecture, Music, Social Work, Law, and Religion. The School of Medicine is associated with Freedmen's Hospital which adjoins the University campus. Federal funds may not be used for the School of Religion.

During the 1952-53 school year, the University enrolled 4,913 students representing 42 States, the District of Columbia and 24 foreign countries. Students of the institution are served by a faculty of 438 instructors of whom 176 are on a part-time basis. More than half of the approximately 17,600 graduates are engaged in the teaching profession.

Federal funds appropriated for Howard University for the past 10 years are given in table 19. These figures represent only the portions that are provided by the Federal Government. Additional revenues come from endowments, gifts, student fees, and other sources as is customary in all universities. The total annual budget for current operation is approximately \$5,000,000.

In recent years, Howard University has been engaged in a program of plant renovation and expansion. Column 3 of table 19 presents information about Federal funds appropriated for construction. Expenditures for the construction of new facilities were greatest in 1949-50. All data in the table were obtained from the university.

Table 19.—FEDERAL FUNDS APPROPRIATED FOR HOWARD UNIVERSITY:
1944-45 TO 1953-54

School year	For operation	For construction ¹	School year	For operation	For construction ¹
1	2	3	1	2	3
Total (10 yrs.)	\$21,033,894	\$14,912,700	1948-49.....	\$2,350,000	\$951,700
1944-45.....	908,000	0	1949-50.....	2,566,300	5,719,425
1945-46.....	1,112,500	181,575	1950-51.....	2,500,000	1,763,000
1946-47.....	1,657,494	1,377,020	1951-52.....	2,709,000	1,292,000
1947-48.....	2,045,400	2,243,080	1952-53.....	2,675,000	1,372,000
			1953-54.....	2,535,000	20,000

¹ Does not include contract authorizations in the amount of \$11,879,204 of which \$7,715,204 has been liquidated by appropriation.

SURPLUS PROPERTY UTILIZATION

As World War II was drawing to a close, Congress enacted the Surplus Property Act of 1944 for the purpose of setting up an orderly procedure to dispose of the huge stockpiles of property no longer necessary for defense. In the enactment of this legislation, Congress recognized that quantities of Government-owned property, no longer needed for defense purposes, could be effectively utilized by schools and other public institutions. Accordingly, statutory provision was made in the act to provide for transfer of surplus property by donation or public benefit discount to tax-supported and tax-exempt nonprofit educational institutions. This legislation expanded the provisions of existing law whereby the Secretary of War and the Secretary of the Navy were permitted to donate specific categories of property to schools, and colleges. It also resulted in the establishment of the Surplus Property Utilization Program in the United States Office of Education.

Working in cooperation with the War Assets Administration and with the War and Navy Departments, approximately \$375,000,000 worth of surplus personal property was donated to educational institutions during the period from 1946 to June 1949 as indicated in column 2 of table 20. Also during this period, real property valued at approximately \$485,000,000 was transferred to educational institutions, as shown in column 4 of table 22.

In order to coordinate the orderly transfer of surplus property, State agencies for surplus property were created. Later, in appreciation of the value of the donation program and the desire on the part of the States to expand the benefits accruing to educational institutions through the utilization of Federal surplus property, Public Law 889, Eightieth Congress, was enacted. The functions under this law were incorporated in the Federal Property and Administrative Services Act of 1949. Public Law 889 authorized the Departments of War and Navy to donate their surplus property to educational institutions for unrestricted educational use.

While the surplus property programs were initially established to deal with war surpluses, it was recognized by educational institutions and by Congress that there would always be a large quantity of surplus property generating in normal Federal housekeeping processes. For this reason, the Federal Property and Administrative Services Act of 1949 carried sections providing for this program to be continued on a permanent basis. This law, under special sections, provided that property of any executive agency could be donated or transferred to tax-supported and private nonprofit tax-exempt educational institutions.

Public Law 754, approved September 1950, broadened the scope of the surplus property program to provide for the donation of surplus personal property to tax-supported and tax-exempt medical institutions, hospitals, clinics, and health centers in addition to schools, school systems, colleges, and universities. In accordance with these new provisions, the States reorganized their war surplus property agencies so as to provide a permanent organization to cooperate with the Federal office in achieving the equitable distribution of Federal surplus property. Since the enactment of this legislation, personal and real property having an acquisition value of approximately \$171,000,000 and \$58,000,000, respectively, was donated or transferred to educational and health institutions. The amount of property available for transfer or release was affected somewhat by the action in Korea.

Soon after the outbreak of the Korean War, the Department of Defense and the General Services Administration issued instructions stating that all declarations of excess personal property then in process would be reviewed so as to assure that no property vitally needed for defense purposes would be released. A critical review of requirements by military agencies and a concerted effort in the prosecution of the War, reduced the amount of donable property to approximately \$42,000,000 during the 1951-52 school year. The impact of the Korean War on the surplus property program was most severely felt during the month of November 1951, when only slightly more than \$1,000,000 of personal property was donated. In succeeding months a gradual increase in the amount of property available for donation was noted, and with the conclusion of the Korean War and a renewed emphasis on disposals, a tremendous increase in the amount of property available for transfer or donation to public health and educational institutions has been apparent.

SURPLUS PERSONAL PROPERTY

Under this program, Federal surplus personal property of all types has been made available for donation to educational and health institutions. There is hardly an item, such as would normally be procured by these institutions, which has not been available for donation or transfer to health or educational institutions as surplus property in at least some measure. Such property as is determined by the Department of Health,

Education, and Welfare to be useful and necessary for educational or health purposes is allocated to the various State agencies for distribution by donation to eligible institutions within the respective States.

At the outbreak of the Korean War attention of the Government was turned toward the necessity for rebuilding the military strength. The Department of Defense, as well as other Federal agencies, made a special effort to reevaluate property normally determined to be surplus, to make maximum utilization of all Government-owned property, and to recover previously donated property wherever practicable. During this period, the Department of Health, Education, and Welfare cooperated with the Department of Defense to aid and assist in the recovery or recapture of such items of previously donated equipment as could be effectively utilized in the defense effort. Special programs of repossession were organized. Funds to finance the recapture of property were made available to the Department of Health, Education, and Welfare by the Department of Defense. As a result of these programs, approximately \$6,000,000 worth of machine tools, \$2,000,000 worth of electronics, and \$2,000,000 worth of miscellaneous items of personal property were recovered from educational institutions and returned to the Department of Defense for utilization in the Korean defense effort.

Following the termination of the Korean War, the volume of personal property available for donation has increased. In view of the tremendous emphasis being given to disposal of materials accumulated during the Korean War period, Federal personal property estimated at between \$10,000,000,000 to \$25,000,000,000 will be available for release as surplus property within the next 2 or 3 years. Therefore, it is reasonable to expect that an average of \$150,000,000 worth of Federal personal property per year will be available for donation as surplus property to public health and educational institutions. Table 20 shows the acquisition value of surplus personal property donated to educational institutions for each school year from 1946-47 to 1953-54. Also shown is the average amount donated per

Table 20.—ACQUISITION VALUE OF DONABLE PERSONAL PROPERTY ALLOTTED TO EDUCATIONAL INSTITUTIONS, 1946-47 TO 1953-54

School year	Acquisition value	Average amount per month	Estimated percent allotted to higher education
1	2	3	4
Total (7½ years).....	\$686,859,575	\$7,631,775
1946-47.....	143,038,319	11,939,018	50
1947-48.....	145,351,300	12,105,105	50
1948-49.....	85,598,480	7,133,207	40
1949-50.....	110,308,662	9,192,390	40
1950-51.....	50,361,180	4,196,766	40
1951-52.....	43,110,501	3,592,508	40
1952-53.....	63,117,195	5,259,766	40
1953-54 (½ year).....	46,470,070	7,746,011	40

month for each year. Estimated percents donated to colleges and universities are listed in column 4. Table 21 gives the detailed figures showing the value of surplus donable property allocated to educational institutions, by States, for the 1951-52 and 1952-53 school years.

Table 21.—ACQUISITION VALUES OF DONABLE PERSONAL PROPERTY ALLOCATED TO EDUCATIONAL INSTITUTIONS IN THE STATES AND TERRITORIES, 1951-52 AND 1952-53

State or Territory	1951-52	1952-53	State or Territory	1951-52	1952-53
1	2	3	1	2	3
Total	\$42,110,591	\$63,117,195	New Hampshire.....	\$40,456	\$141,630
Alabama.....	742,140	1,805,440	New Jersey.....	530,911	1,489,319
Arizona.....	106,531	177,333	New Mexico.....	187,613	254,340
Arkansas.....	173,370	430,931	New York.....	1,538,676	3,713,310
California.....	6,441,487	7,855,964	North Carolina.....	1,380,363	2,164,343
Colorado.....	251,140	247,514	North Dakota.....	30,997	193,133
Connecticut.....	343,406	693,153	Ohio.....	1,371,469	2,717,536
Delaware.....	59,523	193,533	Oklahoma.....	609,119	1,079,464
Florida.....	832,137	1,434,939	Oregon.....	933,916	902,638
Georgia.....	914,173	1,663,800	Pennsylvania.....	1,314,713	2,330,797
Idaho.....	10,436	121,564	Rhode Island.....	250,938	334,774
Illinois.....	2,334,335	2,900,785	South Carolina.....	734,306	1,148,754
Indiana.....	3,395,304	1,463,903	South Dakota.....	116,390	199,644
Iowa.....	742,571	1,540,465	Tennessee.....	595,563	1,375,531
Kansas.....	168,006	405,353	Texas.....	1,251,705	1,894,337
Kentucky.....	309,743	1,093,434	Utah.....	1,251,296	1,215,178
Louisiana.....	656,830	933,933	Vermont.....	36,399	79,599
Maine.....	23,636	207,310	Virginia.....	1,413,097	2,168,541
Maryland.....	1,035,409	1,333,713	Washington.....	1,757,501	2,019,405
Massachusetts.....	911,830	1,313,556	West Virginia.....	868,608	1,323,993
Michigan.....	297,338	1,123,658	Wisconsin.....	445,413	1,105,339
Minnesota.....	240,905	612,753	Wyoming.....	85,264	80,818
Mississippi.....	612,308	1,232,931	District of Columbia.....	429,434	736,421
Missouri.....	2,069,587	2,307,737	Alaska.....	0	6,310
Montana.....	287,100	363,655	Hawaii.....	981,677	436,231
Nebraska.....	294,950	857,730	Puerto Rico.....	204,980	471,304
Nevada.....	129,810	190,996	Virgin Islands.....	0	330

SURPLUS REAL PROPERTY

Congressional enactments have authorized the sale or lease of real property to educational institutions if an important need exists. Such property may vary from large installations that are complete with buildings and all utilities to single buildings or small areas of land with or without improvements. In addition to buildings, sewage disposal plants, electrical or water distribution systems, fencing, bleachers, heating plants, and other improvements may be purchased for removal from the site and for educational use.

Transfers of real property are made to schools with restrictions requiring educational utilization varying from 5 to 20 years. The fair value of the property at the time of transfer is paid by these institutions partly in cash and partly in public benefits which accrue through the utilization. Public benefits are predetermined by the program use and may justify a full 100 percent discount. To encourage capital outlays and the development of property by institutions, schools are afforded the right to abrogate restric-

tions in their conditional title requiring educational use. This is accomplished by the payment of any unearned portion of the public benefit allowance granted on a percentage of fair value accrued for each 12 months of utilization for education purposes.

The Surplus Real Property Utilization Division is responsible not only for disposing of surplus real property for school, classroom, or other educational purposes, but also for the periodic approval of the program of utilization of transferred property, for the retransfer of property to other educational claimants, for authorizing other disposals by a transferee, and for changing the terms, conditions, and limitations in a transfer instrument when conditions warrant.

In cooperation with the Department of Defense, the Office of Surplus Property Utilization has repossessed real property having an original acquisition cost in excess of \$140,000,000 during recent months. This is in accordance with agreements arranged with the educational institutions at the time of transfer. Repossessed real property is for emergency use by the Department of Defense and possession will be returned to the educational institutions when the emergency is passed unless circumstances require that title also be taken by the Federal Government.

According to table 22, a total of 115,393 acres and 28,109 buildings were transferred to educational institutions over a period of 7½ years. A total of \$542,509,145 has been expended by the Federal Government in acquiring properties which were later transferred to educational institutions. At the time of the transfers the fair value for this property was \$109,790,201. Table 23 gives the detailed figures showing the amounts of real property transferred to educational institutions, by States, for the 1951-52 and 1952-53 school years.

As indicated in table 22, the volume of transfer of real property has continued at a relatively low level during the Korean conflict. This corresponds with the decline in donation of personal property and is due to the fact that much less property was declared surplus during the Korean

Table 22.—FEDERAL SURPLUS REAL PROPERTY TRANSFERRED TO ALL EDUCATIONAL INSTITUTIONS, 1946-47 TO DECEMBER 31, 1953

School year	Number of acres transferred	Number of buildings transferred	Acquisition cost of transfers	Fair value of transfers
1	2	3	4	5
Total (7½ years).....	115,393	28,109	\$542,509,145	\$109,790,201
1946-47.....	50,989	7,301	233,102,130	\$7,092,575
1947-48.....	19,501	10,183	137,734,187	21,335,643
1948-49.....	31,233	6,533	114,417,084	\$9,402,958
1949-50.....	9,118	2,116	36,678,804	6,678,041
1950-51.....	518	903	6,783,619	1,463,470
1951-52.....	1,830	419	9,523,302	1,515,375
1952-53.....	330	226	2,035,103	723,710
1953-54 (½ year).....	1,924	400	\$,247,346	1,578,430

buildup. Now that the Korean action is concluded, it is anticipated that transfers to education and health institutions will be accelerated as more properties are declared surplus.

Table 23.—ACQUISITION COST AND FAIR VALUE OF FEDERAL SURPLUS REAL PROPERTY ALLOTTED TO EDUCATION AND HEALTH INSTITUTIONS IN THE STATES AND TERRITORIES, 1951-52 AND 1952-53

State or Territory	Number of acres transferred		Number of buildings transferred		Acquisition cost of transfers		Fair value of transfers	
	1951-52	1952-53	1951-52	1952-53	1951-52	1952-53	1951-52	1952-53
1	2	3	4	5	6	7	8	9
Grand total	1,967	369	439	233	\$9,236,515	\$3,912,493	\$2,109,939	\$672,625
TRANSFERRED TO EDUCATIONAL INSTITUTIONS								
Total	1,239	239	419	226	9,522,292	2,995,193	1,515,375	596,719
Alabama	0	5	0	60	0	323,330	0	27,486
Arizona	0	0	18	3	120,835	6,225	6,276	1,675
Arkansas	0	0	4	5	6,949	10,937	2,080	1,725
California	53	181	17	4	112,942	222,172	136,197	227,341
Colorado	0	0	0	1	0	400	0	25
Florida	734	0	0	0	161,279	0	78,987	0
Georgia	3	0	4	1	49,654	1,200	25,674	100
Illinois	0	13	10	3	54,997	118,658	2,420	9,921
Indiana	0	7	0	0	0	4,039	0	4,039
Iowa	0	0	3	0	9,000	0	450	0
Kansas	0	11	0	0	0	16,778	0	21,657
Kentucky	0	0	2	2	20,990	6,102	875	664
Louisiana	0	0	14	22	150,655	361,500	5,835	23,047
Maine	73	0	3	0	15,530	0	7,170	0
Maryland	14	0	0	0	51,000	0	51,000	0
Michigan	61	1	4	0	169,124	823	9,044	500
Mississippi	0	8	4	0	6,000	580	400	2,709
Missouri	0	0	4	0	22,730	0	2,025	0
Nebraska	0	0	0	16	0	96,868	0	10,180
Nevada	0	0	1	0	3,014	0	25	0
New Jersey	1	0	1	0	44,798	0	7,300	0
New Mexico	0	5	0	9	0	53,873	0	9,696
North Carolina	25	0	0	0	237	0	637	0
Ohio	10	0	1	2	78,491	29,000	24,350	1,870
Oklahoma	0	103	36	1	128,600	27,784	5,460	8,400
Oregon	35	2	21	12	1,976,688	157,082	149,117	15,896
Pennsylvania	233	0	8	0	10,010	0	14,650	0
Rhode Island	0	24	0	2	0	40,497	0	19,000
South Carolina	11	0	9	1	209,499	1,200	82,141	700
South Dakota	0	0	0	3	0	51,622	0	6,760
Tennessee	16	0	0	0	4,010	0	5,500	0
Texas	256	0	129	59	4,095,772	105,060	610,045	19,589
Utah	0	0	25	6	66,340	29,924	9,006	1,200
Vermont	0	0	1	0	10,555	0	5,000	0
Virginia	228	16	24	1	1,166,927	14,204	192,196	21,000
Washington	28	2	28	6	473,940	198,128	72,840	18,450
Wyoming	0	0	0	1	0	2,074	0	800
District of Columbia	0	0	0	3	0	15,000	0	780
Hawaii	0	1	18	3	182,136	130,963	9,226	71,840
TRANSFERRED TO HEALTH INSTITUTIONS								
Total	127	39	11	7	394,213	917,300	594,564	85,915

VOCATIONAL REHABILITATION

In 1920 Congress approved a law which provided for cooperation with the States on the rehabilitation of disabled persons and their return to civil employment. Annual appropriations of Federal funds were authorized for 4 years. Similar laws were also approved in 1924, 1930, 1932, and 1935 which extended the cooperative arrangement and provided Federal funds for this program of education and rehabilitation. Under these laws the Federal appropriations were allotted to the States on the basis of total population. In order to receive its share of the Federal funds, each State was required to appropriate at least an equal amount of State money for the program of vocational rehabilitation.

The States actually operate the programs for vocational rehabilitation. Assistance to the State officers is given by defining standards for operation, giving technical and consultative service and by certifying Federal grants for State operations according to the distribution formula provided in the Federal law.

In 1943 the Barden-LaFollette Act was passed. This act amended the earlier vocational rehabilitation acts. It expanded the scope of the program and changed the method of financing the service. Amendments required that the States be reimbursed for necessary expenditures in accordance with the approved "State Plan" in the following proportions: 100 percent of the cost of services for war-disabled civilians; 100 percent of the costs of administration, guidance, and placement; and 50 percent of the cost of the other services enumerated in the act. These other services include the following: Medical examinations, surgical and therapeutic treatments, hospitalization not exceeding 90 days; prosthetic appliances; transportation; occupational tools and licenses, vocational training and maintenance. Medical and psychiatric examinations to determine eligibility for service and vocational guidance, training, and placement are available at no cost to the disabled. Medical treatment, transportation, maintenance, occupational tools, equipment, and training supplies are provided without cost where economic need of the individual has been established.

Under the provisions of the Appropriation Act for the 1954 fiscal year, the method of financing the program was modified by providing for a system of allotting Federal funds among the States at the beginning of the fiscal year, the allotment being the maximum that any State would receive. This replaced the former system under which the Federal Government reimbursed the States for the Federal share without any dollar maximum being established.

According to the 1943 enactment now in operation, the State plan for vocational rehabilitation shall designate the State Board for Vocational Education as the sole agency for the administration, supervision, and control of the State plan. The only exception to this is where a State law

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authorizes some other agency to provide rehabilitation services for the adult blind. In such States the plan shall provide that the same agency shall administer that part of the State plan relating to the blind. Vocational rehabilitation for the blind is administered through such agencies for the blind in 36 States.

Number of persons rehabilitated and Federal funds expended during the past 10 years are shown in table 24. Detailed figures showing the amounts by States and Territories for 1953-54 are given in table 25.

Table 24.—NUMBER OF PERSONS REHABILITATED AND FEDERAL FUNDS EXPENDED FOR VOCATIONAL REHABILITATION, 1944-45 TO 1953-54

School year	Number rehabilitated	Expenditures		School year	Number rehabilitated	Expenditures	
		Amount	Per cent of 1944-45			Amount	Per cent of 1944-45
1	2	3	4	1	2	3	4
Total (10 years).....	549,292	\$176,361,141	-----	1948-49.....	58,020	\$18,215,083	255.3
1944-45.....	41,925	7,135,441	100.0	1949-50.....	59,597	20,340,142	285.1
1945-46.....	36,108	10,002,239	140.2	1950-51.....	66,193	21,001,888	294.3
1946-47.....	43,880	14,183,933	198.9	1951-52.....	63,632	21,522,891	305.8
1947-48.....	53,131	17,706,843	248.2	1952-53.....	61,308	29,947,581	321.6
				1953-54.....	65,500	23,000,000	322.3

¹ Estimated.

Table 25.—FEDERAL FUNDS EXPENDED IN THE STATES AND TERRITORIES FOR VOCATIONAL REHABILITATION, 1953-54

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$23,000,000	Maine.....	884,098	Pennsylvania.....	\$1,627,713
Alabama.....	582,603	Maryland.....	442,968	Rhode Island.....	106,234
Arizona.....	129,602	Massachusetts.....	244,537	South Carolina.....	504,961
Arkansas.....	364,338	Michigan.....	991,970	South Dakota.....	73,492
California.....	1,701,704	Minnesota.....	304,504	Tennessee.....	650,433
Colorado.....	173,519	Mississippi.....	388,254	Texas.....	997,561
Connecticut.....	270,998	Missouri.....	439,725	Utah.....	107,070
Delaware.....	144,315	Montana.....	139,972	Vermont.....	96,325
Florida.....	712,640	Nebraska.....	195,124	Virginia.....	486,702
Georgia.....	1,583,486	Nevada.....	24,028	Washington.....	463,181
Idaho.....	58,186	New Hampshire.....	48,860	West Virginia.....	509,272
Illinois.....	1,325,357	New Jersey.....	453,274	Wisconsin.....	550,953
Indiana.....	342,582	New Mexico.....	116,171	Wyoming.....	76,939
Iowa.....	289,247	New York.....	1,477,114	District of Columbia.....	195,000
Kansas.....	210,741	North Carolina.....	805,779	Alaska.....	39,189
Kentucky.....	130,660	North Dakota.....	93,869	Hawaii.....	167,223
Louisiana.....	462,669	Ohio.....	505,023	Puerto Rico.....	290,553
		Oklahoma.....	469,194		
		Oregon.....	321,508		

PUBLIC HEALTH SERVICE

Physicians, dentists, nurses, laboratory specialists, and public health personnel participate in educational programs sponsored by the United States Public Health Service of the Department of Health, Education, and

Welfare. These programs are devoted to the development of additional areas of information, to the further preparation of health personnel, and to the dissemination of information about conditions that affect the public health.

Among the several educational programs of the Public Health Service, four are described in detail. They include the grants used by the States for the further education of State and local public health personnel, services of the Robert A. Taft Sanitary Engineering Center at Cincinnati, services of the Communicable Disease Center at Atlanta, and public health research fellowships. The estimated total expenditure on training and teaching programs of this type will amount to almost \$11,000,000 for the 1953-54 school year, and the estimated expenditures for research fellowships is slightly more than \$2,100,000, as indicated in table 31.

GRANTS TO STATES FOR THE EDUCATION OF PUBLIC HEALTH PERSONNEL

The programs of education sponsored by the State health agencies and using Federal grant-in-aid funds are not new. They began with the enactment of title VI of the Federal Social Security Act in 1936. Part of the funds appropriated each year for the extension of public health educational services has been used for personnel training in order to improve the quality of State and local health services to the general public. The training programs afford the trainees opportunities to extend their technical and scientific knowledge needed for the positions to which they are assigned. Through orientation and on-the-job training programs, public health personnel keep in step with changes and progressive developments in the practice of public health.

The selection of personnel for sponsored training from the professional or technically trained ranks is left to the discretion of the State health officer. Types of persons trained include: physicians, dentists, laboratory workers, sanitation personnel, and other persons who are, or are to be, employed in official State, county, or local health programs. Also, this group includes some who are not employed by an official health agency but who will, as a result of the training, render services to public health programs. At the present time the personnel receiving sponsored training must fall into 1 of the 3 following pay and allowance criteria: (1) Those who receive stipends instead of regularly established salaries, (2) those who receive salaries but have been relieved of their regular duties for the training period, and (3) those for whom only tuition and travel expenses are paid. Sponsored training may be either accredited or nonaccredited.

Accredited training.—Courses include academic classroom instruction or approved hospital, clinic, or field training for which a university gives credit toward a degree. Short university workshop classes which are credited toward a degree are also classified as accredited training.

Nonaccredited training.—This training is not recognized by a university as contributing toward a degree. It includes supervised experience in

health departments, hospitals, or clinics. Also classified as nonaccredited training are refresher courses, short specialized hospital and clinic courses, such as those conducted in the fields of venereal disease, tuberculosis, obstetrics, and general public health field practice.

Field training for Federal, State, and local public health workers in the various health programs has been afforded through the utilization of local health departments and other selected installations as centers for further training. These health centers have the necessary facilities for conducting planned field training for one or more occupational groups of public health workers.

In table 26 are listed the amounts used by the States and Territories for these training activities for 1951-52, 1952-53 and the amounts budgeted for 1953-54. These figures are given as reported to the Public Health Service by State health departments, and other State agencies participating in grants administered by the Public Health Service. They include the portions of the grants used for educational purposes. Amounts do not represent the total expenditures for education since it is known that funds spent for training are sometimes reported as regular charges to the specialized program rather than identified separately as amounts for educational projects.

Table 26.—PUBLIC HEALTH SERVICE GRANTS USED BY STATES AND TERRITORIES FOR EDUCATIONAL ACTIVITIES: 1951-52 TO 1953-54

State or Territory	Amounts expended		Amounts budgeted, 1953-54	State or Territory	Amounts expended		Amounts budgeted, 1953-54
	1951-52	1952-53			1951-52	1952-53	
1	2	3	4	1	2	3	4
Total	\$1,347,309	\$1,157,033	\$665,141	Nebraska.....	\$8,254	\$1,128	\$873
Alabama.....	11,838	14,584	8,290	Nevada.....	925	0	0
Arizona.....	996	5,178	1,350	New Hampshire.....	3,810	2,389	0
Arkansas.....	19,778	20,237	0	New Jersey.....	37,474	15,358	13,334
California.....	98,057	120,036	66,228	New Mexico.....	19,913	14,523	10,073
Colorado.....	14,384	6,707	2,847	New York.....	114,085	96,817	66,448
Connecticut.....	3,645	1,921	835	North Carolina.....	64,107	42,247	43,093
Delaware.....	2,678	60	0	North Dakota.....	6,884	10,415	3,200
Florida.....	56,750	54,191	35,820	Ohio.....	50,683	54,330	43,090
Georgia.....	91,612	123,825	81,810	Oklahoma.....	29,491	12,338	14,200
Idaho.....	11,666	10,518	6,479	Oregon.....	17,025	23,421	9,320
Illinois.....	41,305	38,004	17,560	Pennsylvania.....	116,870	39,244	9,379
Indiana.....	14,781	5,910	2,761	Rhode Island.....	767	0	0
Iowa.....	13,808	8,690	2,000	South Carolina.....	6,666	1,080	0
Kansas.....	13,999	3,882	15,414	South Dakota.....	2,826	1,206	3,025
Kentucky.....	24,912	20,966	240	Tennessee.....	12,944	19,122	23,605
Louisiana.....	52,957	32,123	14,623	Texas.....	42,664	39,348	13,016
Maine.....	3,485	4,393	0	Utah.....	1,236	169	500
Maryland.....	25,110	26,032	4,312	Vermont.....	9,418	8,991	11,400
Massachusetts.....	45,017	50,261	21,105	Virginia.....	516	384	0
Michigan.....	64,294	56,006	48,697	Washington.....	26,298	18,556	9,466
Minnesota.....	18,908	13,922	3,650	West Virginia.....	14,575	15,008	0
Mississippi.....	2,566	2,842	2,905	Wisconsin.....	24,517	27,675	1,000
Missouri.....	19,972	24,533	10,000	Wyoming.....	0	6,671	4,244
Montana.....	1,000	7,381	1,500	Alaska.....	12,629	11,747	2,400
				Hawaii.....	100	600	0
				Puerto Rico.....	67,618	38,991	35,000
				Virgin Islands.....	1,496	1,174	0

During the 4-year span from 1949 to 1952, a total of 22,922 persons received training in public health courses in this Federal program of granting funds for instruction. University credits toward degrees were received by 27 percent of these trainees. A summary of the personnel receiving training sponsored by State health departments under this program during the 1950-51 and 1951-52 school years is given in table 27. Numbers taking courses in the various health fields are shown in columns 2, 3, and 4 and a personnel classification of these same individuals is shown in columns 6, 7, and 8 to indicate the kinds of professional people who are obtaining further preparation for their work.

Table 27.—SUMMARY OF PERSONNEL RECEIVING TRAINING SPONSORED BY STATE HEALTH DEPARTMENTS: 1950-51 AND 1951-52

Health field	1950-51	1951-52	Total	Personnel classification	1950-51	1951-52	Total
1	2	3	4	1	2	3	4
Total	4,813	4,925	9,738	Total	4,813	4,925	9,738
General health.....	2,149	1,792	3,941	Physicians.....	1,077	1,109	2,186
Maternal and child health.....	1,149	608	1,757	Nurses.....	2,198	1,705	3,903
Crippled children.....	72	34	96	Sanitation personnel.....	426	792	1,218
Veneral disease.....	152	191	343	Laboratory personnel.....	88	109	197
Tuberculosis.....	96	319	415	Dentists and dental hygienists.....	299	205	504
Mental health.....	495	823	1,318	Others.....	725	1,005	1,730
Cancer.....	435	715	1,150				
Dental.....	120	84	204				
Heart disease.....	30	35	65				
Industrial hygiene.....	30	8	38				
Water pollution.....	85	326	411				

ROBERT A. TAFT SANITARY ENGINEERING CENTER

This center, with headquarters in Cincinnati, Ohio, is the unit of the Public Health Service with primary responsibility for the conduct of research and investigations in the field of environmental sanitation and water pollution control. In solving environmental health problems the center utilizes a wide variety of specialized competence including microbiologists, physicists, chemists, engineers, and medical doctors.

Under the two broad headings, Advance Sanitation Training and Radiological Health Training, the center conducts training activities covering the fields of water pollution control, sewage and waste treatment, water purification, milk and food sanitation, atmospheric pollution, and radiation hygiene. The research and field investigation activities provide both the foundation for the training programs and special lecturers to augment the training staff.

The technical training courses are designed for professional personnel from State and local health departments, water pollution control agencies, the Public Health Service, and other governmental units. Industrial representatives who are cooperating with these agencies are also eligible to attend. In addition, arrangements are made for special training for foreign public health specialists.

Advanced Sanitation Training Program.—This program offers short courses in environmental sanitation designed to increase the proficiency of practicing professional personnel. In addition to such intensive courses as fluoride analysis, individual household sewage disposal systems, bacteriological examination of water, food sanitation, etc., the center offers consultation and assistance to State and local health agencies on request in conducting their own technical sanitation training courses.

Radiological Health Training Program.—This program is designed to acquaint public health workers with the significance of ionizing radiation, the health hazards attendant with their use and existence in the environment, and methods of minimizing or protecting against such hazards. The courses are designed primarily for professional personnel of State and local health departments. Included in the training is delineation of the specific hazards associated with the various uses of radiation; the present and expected future locations of radiation hazards; methods of detection, evaluation and minimization; and decontamination procedures.

Table 28 gives the number of formal courses and the number of individuals trained during the 1951-52, 1952-53 and 1953-54 school years. For the purpose of a concise listing, the number of individuals trained in formal courses is divided into State and local health personnel, foreign personnel, and others. The principal groups included in the latter category are institutional personnel, individuals from the staffs of scientific foundations, a number from the Defense Department, from other Federal departments, and from industry. The participation of Federal and industrial personnel is usually incidental to programs organized for State and local personnel making application for a particular course.

Table 28.—NUMBER OF FORMAL COURSES OFFERED BY THE ROBERT A. TAFT SANITARY ENGINEERING CENTER AND THE NUMBER OF INDIVIDUALS TAKING THESE COURSES, 1951-52 TO 1953-54

Courses offered and individuals trained	Advanced sanitation training			Radiological health training			Total			
	1951-52	1952-53	1953-54	1951-52	1952-53	1953-54	1951-52	1952-53	1953-54	Total
1	2	3	4	5	6	7	8	9	10	11
Number of formal courses...	20	28	28	15	19	17	35	47	45	127
Cincinnati headquarters	13	13	13	10	10	8	33	33	20	66
Field.....	7	15	15	5	9	9	12	24	25	61
Number of individuals trained	467	1,067	716	281	1,428	364	748	1,495	1,080	13,323
State and local health personnel.....	313	961	570	109	164	243	422	1,125	812	2,359
Foreign personnel.....	5	9	2	0	5	2	5	14	4	23
Other.....	149	97	144	172	1,259	120	321	356	264	1,941

¹ These figures include one large group of 123 institutional personnel trained in a course conducted incident to one of the field training courses arranged to assist a State agency.

Table 29 reports the Federal funds allotted to two training programs for the 1951-52 and 1952-53 school years and estimates for 1953-54. The estimates given in tables 28 and 29 are based on activity so far this year and the present plans for the remainder of the year. They were provided by the Public Health Service of the Department of Health, Education, and Welfare.

Table 29.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL PROGRAMS OF THE ROBERT A. TAFT SANITARY ENGINEERING CENTER, 1951-52 TO 1953-54

Type of training 1	1951-52 2	1952-53 3	1953-54 4	Total 5
Total	\$136,698	\$126,540	\$116,100	\$379,338
Advanced sanitation training.....	52,766	51,953	51,100	155,809
Radiological health training.....	83,942	74,587	65,000	223,529

COMMUNICABLE DISEASE CENTER

This center is located at Atlanta, Ga. It is a division of the Public Health Service. Two types of sponsored training are offered and they are described under laboratory training and field training.

Laboratory training.—These courses are offered to all grades of employed laboratory personnel of State and local health departments to develop accuracy and dependability in the diagnostic ability of professional laboratory workers; to acquaint them with the best methods and apparatus available for each procedure; to familiarize them with the basic principles underlying each step; and to allow for interchange of ideas and discussion of problems with other students in group seminars. These courses are designed to improve the quality of diagnostic work by intensive refresher training in laboratory specialties with emphasis on newer developments, and on the practical aspects of diagnostic laboratory procedures.

Field training.—The objectives of this activity are (1) to provide practical field training to State and local public health personnel in general health theories, standards, techniques, and practices, to enable them to perform their duties more adequately, to assist in training other State personnel, and to assume greater responsibilities in the investigation and control of diseases and (2) to provide demonstration and consultation services to States for assisting them in the development and improvement of State Public Health Training Programs or to encourage them to establish and operate their own training programs. Emphasis is placed on training in new or improved methods of disease control.

The number of courses offered, number of trainees and Federal funds expended for the two training programs are given in table 30 for the 1951-52, 1952-53, and 1953-54 school year.

Table 30.—NUMBER OF COURSES OFFERED, NUMBER OF TRAINEES AND FEDERAL FUNDS EXPENDED FOR EDUCATIONAL PROGRAMS OF THE COMMUNICABLE DISEASE CENTER, 1951-52 TO 1953-54

School year	Number of courses offered	Number of trainees			Funds expended		
		State and Local	Foreign Nationals	Total	State and Local	Foreign Nationals	Total
1	2	3	4	5	6	7	8
Total (3 yrs.)	415	5,989	567	6,556	\$829,851	\$45,100	\$874,951
1951-52	141	1,971	109	2,140	297,910	16,100	314,010
1952-53	147	2,483	185	2,668	278,461	14,700	293,161
1953-54	127	1,535	213	1,748	253,480	14,300	267,780

PUBLIC HEALTH RESEARCH FELLOWSHIPS

The Public Health Service has established a series of (1) postdoctorate and (2) special research fellowships to encourage promising students and scholars from the United States in a career of research in the medical and allied fields. This research fellowship program is supported from funds appropriated by Congress to the National Institutes of Health of the Public Health Service.

Public Health Service research fellowships may carry any one of the following designations, depending upon the Institute that provides the funds to support the Fellow: National Institute of Arthritis and Metabolic Diseases; National Cancer Institute; National Institute of Dental Research; National Heart Institute; National Institute of Mental Health; National Microbiological Institute; National Institute of Neurological Diseases and Blindness; or the National Institutes of Health providing the fellowship falls in the general field, is supported by the noncategorical funds of the National Institutes of Health and is designated in that way.

The research Fellows may undertake their studies at any qualified institution in the United States, including governmental research laboratories where interests and facilities are appropriate for the specific type of training elected by the Fellow. Studies may be undertaken at institutions outside the United States only when satisfactory evidence is provided that the type or quality of training sought cannot be obtained in this country.

Federal funds expended for research fellowships through the programs of the National Institutes of Health during the 1951-52, 1952-53, and 1953-54 school years are given in column 3 of table 31.

**Table 31.—FEDERAL FUNDS ALLOTTED FOR TRAINING AND TEACHING,
AND FOR RESEARCH FELLOWSHIPS OF THE PUBLIC HEALTH SERVICE:
1951-52 TO 1953-54**

School year	Training and teaching	Research fellowships	Total	
			Amount	Percent of 1951-52
1	2	3	4	5
Total (3 years).....	\$25,665,000	\$5,897,000	\$31,562,000	-----
1951-52.....	7,414,000	1,747,000	9,161,000	100.0
1952-53.....	7,438,000	2,017,000	9,455,000	103.2
1953-54 (estimate).....	10,813,000	2,133,000	12,946,000	141.3

Chapter III

EDUCATIONAL PROGRAMS OF THE DEPARTMENT OF AGRICULTURE

THE DEPARTMENT OF AGRICULTURE administers a number of programs that are planned to help increase agricultural production through projects in land utilization, plant and animal selection, and farming practices. More production from agricultural lands must be obtained without risk to the maintenance and improvement of productive resources for the years to come. In developing this program the Department is dependent upon individual farmers to employ scientific knowledge, technics, and new methods derived from experimentation, testing, and research. Extensive educational and informational services that will reach the farmers are the only means of making new facts function in farm production.

Some idea of the scope of the educational activities of the Department of Agriculture may be obtained from the list of 28 educational programs given in table 1. Reference is made to several of them, but detailed descriptions are given in this bulletin for only 4 including: (1) Agricultural Experiment Station, (2) Agricultural Extension Service, (3) Revenue from National Forests, and (4) School Lunch Services. Three of these educational programs of the Department of Agriculture required almost \$177 million for the 1952-53 school year, as indicated in table 4 of Chapter I.

In addition, the Department conducted numerous other activities in education. One of these, the United States Department of Agriculture Graduate School located in Washington, D. C., serves about 6,000 part-time students. This School uses facilities of the Department of Agriculture but otherwise it is almost self-supporting and does not require the appropriation of any significant amount of Federal money.

AGRICULTURAL EXPERIMENT STATIONS

For about 67 years, Federal aid has been available for the operation of agricultural experiment stations. These stations are operated chiefly as units of the land-grant colleges of agriculture and mechanic arts. Federal funds have been provided by several congressional acts, the earliest of which was approved in 1887 and the most recent one in 1946. The first three enactments provided flat grants to the States and were approved in 1887, 1906, and 1925. Additional Federal aid, in excess of the annual

flat grants totaling \$90,000 per State approved prior to 1935, has been allocated for the most part on a matching basis.

FEDERAL GRANTS-IN-AID

The Hatch Act was approved in 1887. It provided for the annual appropriation of \$15,000 to each State or Territory, then established or to be established, to "aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting principles and application of agricultural science." The United States Department of Agriculture is required by law to coordinate the work and to disseminate research findings of the experiment stations. Certain responsibilities are also placed upon the recipients of the grants. For example, each State is required to file annual reports with the Secretary of Agriculture and the Treasurer of the United States and to prepare and publish special reports at regular intervals.

A second law, known as the Adams Act, was passed by Congress in 1906. This act increased the amount of Federal aid for research by agricultural experiment stations. The annual appropriation per State is \$15,000. By its wording, this law provides for continuing appropriations. However, since it is considered as supplementary to the Hatch Act which does not so provide, the Congress makes annual appropriations for the amounts specified by both acts. Duties of the United States Department of Agriculture with respect to the administration of these funds were increased with the passage of this law in 1906.

Almost two decades elapsed after the passage of the Adams Act before additional funds, exceeding the previously approved \$30,000 per State, were provided by a third law, the Purnell Act passed in 1925. It authorized an additional flat grant of \$60,000 to be apportioned annually for agricultural experiment station work in each State. The Secretary of Agriculture is charged with the administration of the law.*

The Hawaii Station Act of May 16, 1928, extended to the Territory of Hawaii the benefits of the Hatch (\$15,000), Adams (\$15,000), and Purnell (\$60,000) Acts. Similarly, the benefits of these three acts were extended to Puerto Rico by the Puerto Rico Station Act of March 4, 1931. The Alaska Station Act of February 23, 1929, made the benefits of the Hatch Act available to Alaska, and the Alaska Station Act of June 20, 1936, as amended by the act of August 29, 1950, authorized full benefits of the Adams and Purnell Acts for Alaska.

Federal funds are provided for State Agricultural Experiment Stations under the Bankhead-Jones Act of 1935, a fourth major law in this field. This act authorized annual increases to 1940 in the amounts to be appropriated. In 1936, the first year the law was in operation, the total amount authorized for distribution to the States and Territories under the act was

\$600,000. In 1937, it was \$1,200,000 and it continued to increase by \$600,000 each year for 3 more years when the annual amount became fixed at \$3,000,000. However, appropriations have not equalled the authorizations in any year since 1938. They totaled \$2,863,708 in 1953-54.

Allocations to the States under the Bankhead-Jones Act of 1935 are in addition to the funds appropriated under the earlier laws. The distribution is contingent upon an annual appropriation authorization. Unlike the earlier acts, however, this one provides that most of the funds shall be allotted to each State and Territory in the same proportion that the rural population of each is to the total rural population of the entire 48 States and 3 Territories. Furthermore, it provided that no allotment or payment of funds shall be made to a given State or Territory in excess of the amount the area makes available from its own funds for experiment station work. Because of this apportionment plan, allotments under the Bankhead-Jones Act vary considerably among the States. For example, during the 1953-54 school year, Nevada received the smallest allotment, \$3,436, while Pennsylvania received the largest amount, \$155,318. The average allotment per State or Territory was \$56,151.

In 1946 an amendment to the Bankhead-Jones Act of 1935 was enacted. It is a part of the Research and Marketing Act and authorizes additional appropriations for research by agricultural experiment stations in the States and Territories up to a total of \$20,000,000, or such additional sums as Congress may deem appropriate. The first appropriation under the amendment was made for the 1947-48 school year and totaled \$2,500,000. This act provides that 20 percent of the appropriation in any year shall be expended for marketing research.

An entirely new formula for the allotment of funds to the State agricultural experiment stations was established in the enactment of 1946. It provides that 20 percent of the amount appropriated in any year shall be distributed equally among the 48 States and 3 Territories; 26 percent shall be distributed on the basis of relative rural population; and 26 percent shall be distributed to each State and Territory in the same proportion that the farm population of each is to the total farm population of the entire 48 States and 3 Territories. All of the above 72 percent of appropriations must be matched in full by the States.

Twenty-five percent of the appropriation in any 1 year may be allotted on the basis of research proposals for regional research projects which must be cooperative between at least two State stations. Allotments under this 25 percent of the appropriation, known as Regional Research Fund, are based upon recommendations of a committee of nine persons representing the State agricultural experiment stations. This fund is not distributed on the basis of any prescribed formula. The Regional Research Fund and the amounts for administration need not be matched. The

remaining 3 percent of the appropriation in any year is available to the Office of Experiment Stations, United States Department of Agriculture, for administration.

Under the 1946 amendment to the Bankhead-Jones Act, the total appropriation for the 1953-54 school year was \$6,000,000. Of this amount \$4,320,000, or 72 percent, was allotted by formula to the 48 States, Hawaii, Alaska, and Puerto Rico.

Total amounts allotted for State agricultural experiment stations during the last 10 years, in accordance with provisions of the 5 acts, are presented in table 32. Amounts of Federal funds for this program have been reasonably stable with increases noted for 1948, 1949, 1950, and 1954.

Table 32.—FEDERAL FUNDS ALLOTTED FOR AGRICULTURAL EXPERIMENT STATIONS, 1944-45 TO 1953-54

School year	Hatch Act 1887	Adams Act 1906	Purnell Act 1925	Bankhead-Jones Act, 1935	Bankhead-Jones Act, 1946	Total for Agricultural Experiment Stations	Percent of 1944-45
1	2	3	4	5	6	7	8
Total	\$7,626,000	\$7,522,500	\$30,347,500	\$27,632,011.22	\$22,835,940.74	\$95,917,951.96	—
1944-45	765,000	757,500	3,015,000	2,463,707.08	0	7,001,207.08	100.0
1945-46	765,000	757,500	3,030,000	2,663,708.00	0	7,206,208.00	102.9
1946-47	765,000	757,500	3,030,000	2,663,708.00	0	7,206,208.00	102.9
1947-48	750,000	750,000	3,000,000	2,661,268.00	1,789,589.90	8,950,807.90	127.8
1948-49	750,000	750,000	3,000,000	2,861,080.14	2,326,401.67	9,087,481.71	128.4
1949-50	765,000	757,500	3,030,000	2,863,708.00	3,599,999.84	11,006,207.84	157.2
1950-51	765,000	757,500	3,030,000	2,863,708.00	3,599,999.84	11,016,207.84	157.3
1951-52	765,000	765,000	3,035,000	2,863,708.00	3,599,999.84	11,028,707.84	157.5
1952-53	765,000	765,000	3,047,500	2,863,708.00	3,599,999.84	11,041,207.84	157.7
1953-54	765,000	765,000	3,060,000	2,863,708.00	4,319,999.91	11,773,707.91	168.2

Allotments to individual States for the 1952-53 school year are listed in column 3 of summary table 4 in chapter I. Similar figures for the 1953-54 school year are listed in table 33. Texas received a total of \$427,282.80 which was the largest allotment for any of the States and Territories, and Alaska received the lowest amount which was \$121,013.61 for the 1953-54 school year. All of these figures have been obtained from the Office of Experiment Stations of the United States Department of Agriculture.

The amounts allotted to the State agricultural experiment stations for cooperative regional research, which comprise 25 percent of the appropriation under the Bankhead-Jones Act of 1946, are not included in these tables. For the 1953-54 school year the Regional Research Fund amounted to \$1,500,000.

AGRICULTURAL MARKETING ACT

Appropriations for marketing research and service work were authorized in the Agricultural Marketing Act of 1946. Since State agricultural experiment stations are specifically mentioned among the agencies author-

ized to obtain funds from this appropriation, a small percent of this appropriation has been allotted to State stations for marketing research. Unlike the funds provided by the preceding five acts, these funds are allotted on the basis of specific project proposals which must be approved by the department, and must be matched in full by non-Federal funds on a project basis. State agricultural experiment stations were allotted \$255,200 in the 1952-53 school year and \$268,000 for the 1953-54 school year.

Table 33.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR AGRICULTURAL EXPERIMENT STATIONS, 1953-54

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$11,773,707.91	Maine.....	\$156,570.79	Oregon.....	\$183,105.20
Alabama.....	311,446.59	Maryland.....	182,147.63	Pennsylvania.....	400,920.92
Arizona.....	144,607.04	Massachusetts.....	176,544.38	Rhode Island.....	134,040.13
Arkansas.....	286,883.69	Michigan.....	304,301.02	South Carolina.....	263,865.76
California.....	312,762.30	Minnesota.....	267,069.06	South Dakota.....	168,399.51
Colorado.....	165,506.66	Mississippi.....	307,518.25	Tennessee.....	323,239.98
Connecticut.....	162,978.61	Missouri.....	290,247.97	Texas.....	427,282.80
Delaware.....	125,038.44	Montana.....	149,510.55	Utah.....	138,460.26
Florida.....	203,466.51	Nebraska.....	199,537.08	Vermont.....	128,843.92
Georgia.....	326,190.47	Nevada.....	119,752.03	Virginia.....	298,100.49
Idaho.....	150,447.45	New Hampshire.....	134,586.30	Washington.....	199,782.84
Illinois.....	316,773.33	New Jersey.....	171,911.52	West Virginia.....	242,258.53
Indiana.....	279,434.97	New Mexico.....	148,557.72	Wisconsin.....	273,859.24
Iowa.....	276,366.93	New York.....	318,959.36	Wyoming.....	128,901.42
Kansas.....	230,435.93	North Carolina.....	411,907.61	Alaska.....	121,013.61
Kentucky.....	321,137.02	North Dakota.....	169,181.43	Hawaii.....	135,358.16
Louisiana.....	244,589.91	Ohio.....	353,958.08	Puerto Rico.....	284,387.82
		Oklahoma.....	243,293.50		

AGRICULTURAL EXTENSION SERVICE

The Smith-Lever Act of May 8, 1914, was the first legislation that authorized cooperative agricultural extension work between the agricultural colleges in the States and the United States Department of Agriculture. However, it was not until 1915 that this Act went into actual operation. At the present time, the law provides for permanent or continuing annual appropriations of \$10,000 for each State and an additional \$4,100,000 for allotment to the 48 States in the proportion which the rural population of each State is to the total rural population of all the States. The allotments are made by the Secretary of Agriculture. States are required to provide amounts each year which are at least equal to the respective shares of the \$4,100,000. By special enactments, the three Territories of Alaska, Hawaii, and Puerto Rico receive the benefits of this law. The total amount appropriated for 1952-53 was \$4,728,500.02. This amount along with similar figures for the preceding 3 years, is given in table 35.

FURTHER DEVELOPMENT

The Clarke-McNary Act, passed in 1924 and amended in 1949, provided that an amount not to exceed \$500,000 may be appropriated annually to enable the Secretary of Agriculture to cooperate with "the land-grant colleges and universities of the various States or, in his discretion, with other suitable State agencies, to aid farmers through advice, education, demonstrations, and other similar means in establishing, renewing, protecting, and managing wood lots, shelter belts, windbreaks, and other valuable forest growth, and in harvesting, utilizing, and marketing the products thereof. Except for preliminary investigations, the amount expended by the Federal Government under this section, in cooperation with any State or other cooperating agency during any fiscal year, shall not exceed the amount expended by the State or other cooperating agency for the same purpose during the same fiscal year, and the Secretary of Agriculture is authorized to make expenditures on the certificate of the appropriate State official that the State expenditures, as provided for in this section, have been made." Funds totaling \$88,000 were allotted to 45 States and to Puerto Rico for this purpose for the 1953-54 school year. The average amount per State was approximately \$1,900.

In 1928 a law was approved "to provide for the further development of agricultural extension work between the agricultural colleges in the several States . . ." This law, known as the Capper-Ketcham Act, authorizes an annual appropriation of \$980,000 to be made each year to pay the expenses of the cooperative extension work in agriculture and home economics, and to be allotted in equal amounts to the 48 States and the Territory of Hawaii. Special laws extend the benefits of such aids to Alaska and Puerto Rico. In addition, the Capper-Ketcham Act provides that \$500,000 may be appropriated annually to be allotted, subject with certain exceptions, to the conditions and limitations, which apply to the additional amounts appropriated under the original Smith-Lever Act. In order to participate, each State is required to provide an amount each year that is at least equal to its share of the \$500,000. For the 1952-53 school year, the 48 States, Alaska, Hawaii, and Puerto Rico were allotted \$1,533,019. Similar amounts for the preceding 3 years are given in table 35.

ADDITIONAL COOPERATIVE EXTENSION

Other funds, in addition to appropriations already mentioned, have been provided in the annual appropriation acts for the Department of Agriculture to broaden the benefits of cooperative extension work. One of these funds is designated as "Additional Cooperative Extension Work." Allotments are made to the States and the Territory of Hawaii, and in such amounts as the Secretary may consider necessary. Since the approval of the Agriculture Organic Act of 1944, 24 States and the Territory of Hawaii have received annual allotments of such funds totaling \$555,000.

The Bankhead-Jones Act, Section 21, of June 29, 1935 authorized the

annual appropriation of funds for the further development of cooperative extension work in agriculture and home economics. Beginning with \$8,000,000 for 1936, the law provided for an increase of \$1,000,000 each year until the amount was \$12,000,000. Accordingly, the amount was \$12,000,000 for each of the 2 years, covered by this report, plus \$408,000 for Puerto Rico and \$20,808 for Alaska by special enactment. Of the amount provided each year, \$980,000 is paid to the several States and the Territory of Hawaii in equal shares of \$20,000. The remainder is paid in the proportion that the farm population of each is to the total farm population of the 48 States and Hawaii. The States and the Territory of Hawaii are not required to raise funds of their own to match those provided by the Federal Government for cooperative agricultural extension work under the Bankhead-Jones Act. However, the allotment of funds under this act to any State or Territory for extension work is made only if such State or Territory has complied with the provisions of other acts which do require that the Federal Government funds for agricultural extension work be matched by State or Territorial funds. The act was extended to Alaska on October 27, 1949.

The Bankhead-Jones Act, of June 6, 1945, Section 23 (Bankhead-Flanagan) amended the Bankhead-Jones Act of 1935 and reads as follows:

In order to further develop the cooperative extension system . . . there are hereby authorized to be appropriated . . . (1) \$4,500,000 for the fiscal year ending June 30, 1946, and each subsequent fiscal year; (2) an additional \$4,000,000 for the fiscal year ending June 30, 1947, and each subsequent fiscal year; and (3) an additional \$4,000,000 for the fiscal year ending June 30, 1948, and each subsequent fiscal year.

Funds authorized by section 23 of the Bankhead-Jones Act are allotted to the States and Territory of Hawaii in the same manner as those authorized by the Bankhead-Jones Act of 1935. The amendment required that funds must be matched, whereas those appropriated under the original Bankhead-Jones Act do not require matching. Extension to Puerto Rico and Alaska was approved in 1949. The total amount allotted under the law for the 1952-53 school year was \$12,351,952. Amounts provided for these programs extending back to 1949-50 are listed in table 35.

CONSOLIDATION OF ACTS

In 1953 Congress passed Public Law 83 which amended the Smith-Lever Act of May 8, 1914, to consolidate it with nine other acts relating to extension work. The new act simplified administration, authorized the appropriation of funds the Congress deemed necessary, and established a permanent formula for apportioning Federal funds to the States. The funds, under the "Smith-Lever Act, As Amended June 26, 1953," amounted to \$31,597,279.02 for the 1953-54 school year, or 98 percent of the total funds allotted for cooperative agricultural extension work. Column 6 of table 35 indicates the Acts that were combined under the 1953 legislation

for the 1953-54 school year. Increases or decreases in allotments under specific authorizations are evident in table 35.

Federal funds allotted for cooperative agricultural extension work during the past 10 years are given in table 34. Total amounts granted to States and Territories for the 1953-54 school year are given in table 36. It is interesting to note that each of nine different States received allotments of more than one million dollars of Federal funds during 1953-54. Except for Ohio, all of these nine States are in the South. Similar figures for 1952-53 are given in column 4 of table 4.

The States and Territories reported that matching funds, plus other funds, allotted on these extension programs amounted to \$52,443,165 for the 1952-53 school year, and \$57,367,971 for the 1953-54 school year. This indicates that non-Federal funds used in this program of cooperative agricultural extension work amount to about 64 percent of the total expenditures. Data included in this section have been received from the Extension Service of the Department of Agriculture.

Table 34.—FEDERAL FUNDS ALLOTTED FOR COOPERATIVE AGRICULTURAL EXTENSION WORK: 1944-45 TO 1953-54

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 yrs.)	\$292,101,561.95	1946-47	\$27,322,824.06	1950-51	\$32,141,338.06
1944-45	22,996,840.06	1947-48	27,465,804.06	1951-52	32,057,930.02
1945-46	23,394,062.71	1948-49	30,437,884.88	1952-53	32,117,059.02
		1949-50	32,037,840.06	1953-54	32,129,979.02

Table 35.—FEDERAL FUNDS ALLOTTED FOR COOPERATIVE AGRICULTURAL EXTENSION WORK, BY PURPOSE: 1949-50 TO 1953-54

Purpose	1949-50	1950-51	1951-52	1952-53	1953-54
1	2	3	4	5	6
Total	\$32,037,840.06	\$32,141,338.06	\$32,057,930.02	\$32,117,059.02	\$32,129,979.02
Smith-Lever (1914):					
Extension work	4,718,660.06	4,718,660.06	4,725,150.02	4,728,500.02	1
Clarke-McNary (1924):					
Farm forestry	56,560.00	56,560.00	88,180.00	88,180.00	88,000.00
Capper-Ketcham (1928):					
Extension work	1,490,000.00	1,531,828.00	1,531,828.00	1,533,019.00	1
Bankhead-Jones:					
Extension work (1935)	12,408,000.00	12,428,808.00	12,428,808.00	12,428,808.00	1
Further development (1945)	12,250,000.00	12,290,862.00	12,322,364.00	12,351,952.00	1
Research and marketing (1938)	528,000.00	528,000.00	406,600.00	431,600.00	444,700.00
Norris-Doxey (1937):					
Farm forestry	31,620.00	31,620.00	0	0	0
Additional cooperative extension (1940):	555,000.00	555,000.00	555,000.00	555,000.00	1
Smith-Lever Act, as amended June 26, 1953. Extension work	0	0	0	0	31,597,279.02

¹ Under Public Law 83, approved by Congress on June 26, 1953, these acts were consolidated and are to be identified as "Smith-Lever Act, As Amended June 26, 1953."

Table 36.—FEDERAL FUNDS ALLOTTED TO THE STATES AND TERRITORIES FOR COOPERATIVE EXTENSION WORK, 1953-54

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$32,129,979.02	Louisiana.....	\$796,680.16	Oregon.....	\$349,810.12
Alabama.....	1,212,586.56	Maine.....	231,266.87	Pennsylvania.....	998,237.68
Arizona.....	183,237.45	Maryland.....	307,242.17	Rhode Island.....	74,119.96
Arkansas.....	997,794.55	Massachusetts.....	233,601.47	South Carolina.....	851,866.51
California.....	722,813.85	Michigan.....	834,452.38	South Dakota.....	411,793.50
Colorado.....	357,146.81	Minnesota.....	856,009.75	Tennessee.....	1,162,383.98
Connecticut.....	173,604.69	Mississippi.....	1,246,714.38	Texas.....	1,989,441.00
Delaware.....	101,062.39	Missouri.....	1,039,800.78	Utah.....	213,636.96
Florida.....	365,873.70	Montana.....	289,192.09	Vermont.....	169,590.99
Georgia.....	1,259,759.77	Nebraska.....	544,173.76	Virginia.....	943,017.77
Idaho.....	277,193.17	Nevada.....	117,738.88	Washington.....	416,851.91
Illinois.....	968,350.72	New Hampshire.....	132,808.17	West Virginia.....	559,983.37
Indiana.....	804,034.04	New Jersey.....	221,003.60	Wisconsin.....	847,698.68
Iowa.....	904,216.27	New Mexico.....	271,252.73	Wyoming.....	182,309.53
Kansas.....	659,780.09	New York.....	808,049.11	Alaska.....	59,858.00
Kentucky.....	1,151,623.41	North Carolina.....	1,524,006.92	Hawaii.....	185,446.48
		North Dakota.....	419,111.50	Puerto Rico.....	671,113.26
		Ohio.....	1,069,014.31	Unallotted.....	5,720.68
		Oklahoma.....	905,817.44		

REVENUE FROM NATIONAL FORESTS

Most of the funds that are allocated to the States for educational purposes are appropriated by Congress from available general revenues. However, revenues from national forests represent at least one instance where an earmarked source is used and the amounts granted are definitely related to the amounts collected. These revenues are small in proportion to other funds used for public education, but in a few States they are significant and they are growing rapidly under the management of the Forest Service. This growth is evident in table 37.

The allocation of a portion of the revenue from national forests started in 1907 when Congress enacted a law that provided for the payment of 10 percent of all monies derived from grazing, timber, rentals, and other rights and uses of national forests, to the State or Territory in which the reserve is located. In 1908 a substitute law was enacted which raised this to 25 percent. These funds are to be expended as the legislatures in the States or Territories may prescribe for the benefit of public schools and public roads in the specific counties in which the national forests are located.

The funds collected by the Forest Service in one school year are available for allocation to the States the following school year. Receipts from national forests in the 1952-53 school year were collected in 40 States, Alaska, and Puerto Rico. Twenty-five percent of this income is listed for each State in table 38. These amounts will be available for distribution to the same States and Territories during the 1953-54 school year. Amounts listed for three States are much larger than for the other States. Together, California, Oregon, and Washington receive about 65.5 percent of the total available for all States and Territories.

The Federal offices do not have information regarding the apportionment of funds between roads and schools made by the various legislatures. Data reported in the tables on the revenues from national forests were supplied by the Forest Service of the United States Department of Agriculture.

ARIZONA AND NEW MEXICO

The enabling acts for Arizona and New Mexico provide that the title to the lands granted for their common schools, if located within national forests, shall not be vested in the States until such lands are restored to the public domain. Therefore, any income from such school lands is received by the Federal Government rather than by these States. As a matter of justice the act then provides for the transfer of such receipts to these two States by the following provision:

A sum bearing the same relation to the total yearly income of all national forests within each State as the area of school lands within such forests bears to the total area of the forest is paid to the State for its common schools.

The Federal funds for schools which have been paid to Arizona and New Mexico from 1944-45 to 1953-54 from the income on school lands located in national forests in these two States are listed in table 39. This table indicates that the revenues steadily increased from 1946-47 to 1952-53. The amount for 1953-54 was more than three times the revenue from this source for the 1944-45 school year. Collections for 1 year are available for distribution to the States during the following year.

Amounts for Arizona and New Mexico are included in the receipts from national forests listed in table 37, and they are also included in column 6 of table 6. Distributions such as are reported in table 38 have not been included in the summary since definite information on the portions for schools is not available. However, it is understood that a substantial amount of the \$18,697,370.75 was made available for school purposes by the respective legislatures, and that the remaining portions were used for the benefit of public roads.

Table 37.—FEDERAL FUNDS DISTRIBUTED FOR ROADS AND SCHOOLS FROM NATIONAL FOREST RECEIPTS, COLLECTED DURING THE PRECEDING SCHOOL YEARS: 1944-45 TO 1953-54

School year	Amount ¹	Percent of 1944-45	School year	Amount ¹	Percent of 1944-45
1	2	3	1	2	3
Total (10 years)	\$89,985,394.66	-----	1948-49	\$6,040,549.95	• 148.8
1944-45	4,066,807.08	100.0	1949-50	7,814,076.44	192.2
1945-46	4,149,602.43	102.0	1950-51	8,434,827.49	207.4
1946-47	3,463,764.53	85.2	1951-52	14,081,820.86	346.3
1947-48	4,624,870.29	113.7	1952-53	17,490,091.04	430.1
			1953-54	18,820,126.55	462.8

¹ These totals include revenues for Arizona and New Mexico, as well as amounts for other States listed in table 38.

Table 38.—FEDERAL FUNDS COLLECTED FROM NATIONAL FOREST RENTALS AND DISTRIBUTED TO THE STATES AND TERRITORIES FOR ROADS AND SCHOOLS: 1953-54

State or Territory	Amount	State or Territory	Amount	State or Territory	Amount
1	2	1	2	1	2
Total.....	\$18,697,370.75	Louisiana.....	\$151,735.07	Oregon.....	\$6,029,382.28
Alabama.....	197,426.91	Maine.....	2,621.15	Pennsylvania.....	48,727.43
Arizona.....	496,368.24	Michigan.....	150,212.23	South Carolina.....	270,870.96
Arkansas.....	453,507.50	Minnesota.....	130,679.39	South Dakota.....	106,216.03
California.....	2,781,678.43	Mississippi.....	406,034.80	Tennessee.....	71,412.08
Colorado.....	342,304.71	Missouri.....	35,410.33	Texas.....	575,317.89
Florida.....	182,274.88	Montana.....	554,259.11	Utah.....	193,774.95
Georgia.....	121,911.09	Nebraska.....	16,926.82	Vermont.....	35,747.94
Idaho.....	939,036.57	Nevada.....	55,920.51	Virginia.....	56,204.50
Illinois.....	17,409.57	New Hampshire.....	40,288.48	Washington.....	3,434,618.41
Indiana.....	8,377.31	New Mexico.....	224,093.07	West Virginia.....	49,265.79
Iowa.....	471.73	North Carolina.....	142,012.79	Wisconsin.....	96,499.62
Kentucky.....	44,616.57	North Dakota.....	33.47	Wyoming.....	171,349.29
		Ohio.....	4,411.45	Alaska.....	6,784.02
		Oklahoma.....	52,314.88	Puerto Rico.....	3,862.50

Table 39.—FEDERAL FUNDS FOR SCHOOLS PAID TO ARIZONA AND NEW MEXICO FROM INCOME ON SCHOOL LANDS SITUATED WITHIN THE NATIONAL FORESTS IN THESE STATES: 1944-45 TO 1953-54

School year	Amount	Percent of 1944-45	School year	Amount	Percent of 1944-45
1	2	3	1	2	3
Total (10 years).....	\$714,274.80		1948-49.....	\$57,095.87	148.4
1944-45.....	38,476.35	100.0	1949-50.....	60,775.25	158.0
1945-46.....	35,809.08	93.1	1950-51.....	71,930.37	186.9
1946-47.....	39,334.57	102.2	1951-52.....	107,293.67	278.9
1947-48.....	49,217.25	127.9	1952-53.....	131,587.59	342.0
			1953-54.....	122,754.80	319.0

THE SCHOOL LUNCH PROGRAM

Federal assistance for school lunches was initiated during the depression years as one method of providing an expanding market for agricultural commodities. It was approved in 1935 by the Seventy-fourth Congress, under Public Law 320. School lunches were not mentioned specifically, but section 32 of this act did provide for an annual appropriation to the Secretary of Agriculture, equal to 30 percent of the gross receipts from duties collected under custom laws, to be used for several purposes, one of which was "to encourage the domestic consumption of such commodities or products by diverting them by the payment of benefits or indemnities or by other means, from the normal channels of trade or commerce or by increasing their utilization through benefits, indemnities, donations, or by other means, among persons in low-income groups . . ." The purchase of surplus food commodities and their donation to States for distribution

to nonprofit school lunch programs, charitable institutions, and families receiving welfare assistance was one of the activities financed by section 32 funds.

DISTRIBUTION OF COMMODITIES

The expansion of school lunch services in the schools was greatly stimulated by the availability of surplus food. As school lunch operations expanded there was a steady increase in the value of surplus commodities donated to schools. During the first year of this program, the 1935-36 school year, approximately \$256,000 in assistance was given to the school lunch programs in the form of donated surplus foods. A decrease was noted for 1936-37, after which the value of surplus commodities allocated for school lunch showed annual increases through 1941-42. Surplus foods available to schools again declined after 1942. This was due to the increased wartime demands for food which reduced the need for Government purchases to stabilize agricultural markets.

To offset this decrease in commodity assistance, the Indemnity Plan was established in March 1943. This was a program of Federal cash assistance for school lunches. Between 1944 and 1952 about 66 percent of the Federal school lunch assistance was in the form of cash payments to be used by participating schools to make local purchases of food. During the 1952-53 school year, the value of surplus commodities distributed to the schools was increased again so that it was approximately equal to the amount received from Federal funds, as shown in columns 2 and 3 of table 40:

Beginning in 1947 the commodities donated to schools included those specifically purchased for school lunch as well as portions of those acquired by the Department of Agriculture under its price support and surplus removal programs. From 1935 to 1953, the value of commodity assistance provided by the Federal Government totaled \$358,895,442. Values of commodities allotted to individual States, as well as cash distributions provided for the 1952-53 school year, are listed in columns 5 and 6 of table 4. They are listed in columns 2 and 3 of table 40 for each year since the program started in 1936.

SCHOOL MILK AND INDEMNITY PROGRAMS

The first program of Federal cash assistance to school lunch programs was established in 1940 and was known as the "School Milk Program." The Federal Government, under this program, reimbursed schools for a portion of the cost of milk served to children as a means of removing surplus milk from the market. A total of \$2,066,660 was paid to schools during the 1939-40, 1940-41, and 1941-42 school years. Specific amounts for these years are given in column 2 of table 40.

The School Milk Program became a part of the Indemnity Plan in 1943. Under this new plan, the Department of Agriculture reimbursed schools

for a portion of the cost of the food purchased from local suppliers. A total of \$127,356,904 was allotted to schools under the combined School Milk Program and the Indemnity Plan from 1939-40 to 1945-46. The seven annual allotments are listed in column 2 of table 40.

Both the School Milk Program, established in 1940, and the Indemnity Plan enacted in 1943, were financed by funds made available to the Department of Agriculture under section 32 of Public Law 320.

NATIONAL SCHOOL LUNCH ACT

The National School Lunch Act, known as Public Law 396, was approved by the Seventy-ninth Congress in June 1946. The purpose of the act was "to safeguard the health and well-being of the Nation's children and to encourage the domestic consumption of nutritious agricultural commodities and other food, by assisting the States, through grants-in-aid and other means, in providing an adequate supply of foods and other facilities for the establishment, maintenance, operation, and expansion of nonprofit school lunch programs."

Each State educational agency, in accordance with the act, receives an apportionment of funds based upon the number of children from 5 to 17 years of age and upon variations in the per capita income, and is required to disburse these funds to schools for school lunch services. Proportionately larger amounts of money are allocated to the financially weaker States by requiring lower State and local matching rates. This accomplishes some equalization. An exception to the method of distribution is noted for funds allocated directly to the school lunch programs in private schools where State laws or court decisions do not permit the State office to make payments to private schools.

Federal funds to the extent of \$448,507,064 have been allotted in accordance with the provisions of the National School Lunch Act for 7 school years from 1946-47 to 1952-53, inclusive. Annual amounts are listed in column 2 of table 40.

The National School Lunch Act authorizes the purchase and distribution of foods to schools, as well as the distribution of funds. This distribution of foods includes surplus foods acquired under price support and surplus removal operations as well as foods purchased specifically for the school lunch program under the authority of section 6 of the act. Under this combined authorization, the total value of all commodities distributed to the schools for the school years from 1946-47 to 1952-53, inclusive, is \$280,633,292, as itemized in column 3 of table 40. Details regarding Federal assistance to school lunches, in addition to those given in tables 4 and 40 can be obtained from the United States Department of Agriculture.

The high standards that are found in school lunch programs may be attributed, in large measure, to the Federal assistance given to school lunch programs. Except for the program of aid to federally affected

school districts, this school lunch assistance constitutes the largest amount of Federal aid being allocated to any program of education in the elementary and secondary schools.

Table 40.—FEDERAL FUNDS ALLOTTED, AND ESTIMATED VALUE OF COMMODITIES DISTRIBUTED FOR THE SCHOOL LUNCH PROGRAM, 1935-36 TO 1952-53

School year	Federal funds allotted	Value of surplus and National School Lunch Act commodities	Total value of Federal assistance
1	2	3	4
Total (18 years).....	\$575,863,969	\$358,895,442	\$934,759,410
1935-36.....	0	244,114	244,114
1936-37.....	0	171,004	171,004
1937-38.....	0	575,204	575,204
1938-39.....	0	1,325,000	1,325,000
Total (4 years).....	0	2,315,322	2,315,322
School Milk Program			
1939-40.....	754	3,961,875	3,962,631
1940-41.....	592,103	13,118,908	13,711,011
1941-42.....	1,473,801	21,858,957	23,332,758
Total (3 years).....	2,066,660	28,939,740	41,006,400
Indemnity Plan			
1942-43.....	5,801,573	17,563,000	23,364,573
1943-44.....	26,585,420	7,814,149	34,399,569
1944-45.....	41,613,080	5,796,384	47,409,464
1945-46.....	51,290,171	5,833,555	57,123,726
Total (4 years).....	125,290,244	37,007,088	162,297,332
National School Lunch Act			
1946-47.....	69,549,279	8,047,748	77,597,027
1947-48.....	53,983,080	32,778,890	86,761,970
1948-49.....	58,766,781	36,024,794	94,791,575
1949-50.....	64,636,990	55,188,980	119,825,950
1950-51.....	68,165,934	49,925,665	118,091,599
1951-52.....	66,320,000	32,172,759	98,492,759
1952-53.....	67,185,000	66,494,476	133,679,476
Total (7 years).....	448,507,064	280,633,292	729,140,356

¹ Includes \$9,694,703 expended for equipment under section 5 of the National School Lunch Act.

Chapter IV

EDUCATIONAL PROGRAMS OF THE DEPARTMENT OF THE INTERIOR

SEVERAL PROGRAMS of education are administered by the Department of the Interior. Probably the largest single program is that of operating schools for the education of Indians residing in the United States. The education of these people, and other programs for native populations in outlying parts of the United States, are particularly challenging both in the difficulty of arranging satisfactory services and in the rewards that come with the extension of educational services to these underprivileged people. The advancing economy has diverted these natives from their earlier ways of life, and it is now essential that they be given the advantages to be derived from the acquisition of additional knowledge and skills. Through education they will be able to contribute more effectively to the national welfare.

In addition to educational services for Indian and native populations, the Department provides for the education of a few children who are dependents of employees at the national parks. Such services are usually provided through arrangements with local school authorities.

The Department also distributes certain revenues to the States which may be used for educational purposes. These revenues are derived from payments for permits, licenses, and leases associated with grazing lands, mineral lands, and national forests which are administered by the Federal Government. Allocations are limited to those States having portions of the public domain in such categories, and the amounts received by these States are proportional to the collections from areas within their boundaries. Revenues from these sources may be used by the States for purposes of local government with emphasis placed upon roads and schools.

EDUCATION OF INDIANS IN THE UNITED STATES

The educational program for Indian children, administered by the Bureau of Indian Affairs of the Department of Interior has had three major objectives: (1) To provide educational opportunities for the Indian children who are out of school; (2) to provide a sound educational program for the children who are in schools operated and supported by the Federal

Government; and (3) to transfer responsibility for Indian education services to the public school systems as rapidly as feasible.

These objectives and figures indicate that many difficult problems continue and that the total educational services available for Indian children are inadequate. The school census report of the Bureau of Indian Affairs for 1953 reported that 19,438 Indian children in the States are not enrolled in school. Perhaps the most acute situation is found on the Navajo Reservation in the States of Arizona and New Mexico where approximately 13,000 children do not attend school because of inadequate facilities.

Twenty-five States have arranged educational programs for a total of approximately 90,272 Indian children of school age. Of this number, the school census indicates that 49,867 are attending public schools near their homes; 9,394 are in mission and private schools; and 31,011 are enrolled in Federal boarding and day schools.

Inasmuch as many children attending public schools live on nontaxable Indian lands in areas having limited financial resources, the Federal Government provides financial assistance to these school districts through contracts with State departments of education and with local school districts. Contracts have been arranged with State departments of education in 15 States, and the Territory of Alaska, and with local districts in 4 other States during the past few years. The number of Indian children provided education in public schools in 1953 under these contracts was 33,014. Table 41 gives a 10-year summary on Federal funds allotted to education programs for Indians in the United States. It is evident from this table that a deliberate effort to provide and improve the educational facilities for the Indian children is being made. Federal expenditures for the education of Indians have increased more than 300 percent in the past 10 years.

Table 41.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF INDIANS IN THE UNITED STATES: 1943-44 TO 1952-53

School year	For current expenditures		For construction	Total
	Amount	Percent of 1943-44		
1	2	3	4	5
Total (10 years).....	\$145,894,024	-----	\$24,431,111	\$170,235,135
1943-44.....	9,440,850	100.0	0	9,440,850
1944-45.....	9,389,560	99.5	0	9,389,560
1945-46.....	10,003,718	106.0	0	10,003,718
1946-47.....	11,751,000	124.5	1,299,577	13,050,577
1947-48.....	11,423,766	121.0	362,000	11,785,766
1948-49.....	13,377,241	140.6	4,918,000	18,195,241
1949-50.....	16,314,981	172.8	3,047,775	19,362,756
1950-51.....	19,573,292	207.3	5,116,759	24,690,051
1951-52.....	21,665,022	229.5	3,749,000	25,414,022
1952-53.....	22,964,660	243.2	5,938,000	28,902,660

EDUCATION OF NATIVES IN ALASKA.

Of the estimated 13,354 native children of school age in Alaska, there are 4,500 in territorial public schools, 5,183 in Federal boarding and day schools, and 878 in mission and other schools. This leaves 2,793 native children who may not be enrolled in any school. It is estimated that there are in excess of 1,500 native children in Alaska villages where school facilities are not available and approximately 1,000 others for whom no information is available. Schools which received aid from the Department of the Interior, under a contract with the Territory, enrolled 411 children. These pupils attended 13 different schools.

Table 42 gives a summary of the Federal funds allotted for the education of natives in Alaska from 1943-44 to 1952-53. The increase in expenditures over this 10-year period indicates the Nation's desire to assist the natives in Alaska. Other funds for education derived from territorial taxation and from local taxes are not included in these figures of table 42.

Table 42.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF NATIVES IN ALASKA, 1943-44 TO 1952-53

School year	Amount	Percent of 1943-44	School year	Amount	Percent of 1943-44
1	2	3	1	2	3
Total (10 years).....	\$12,411,926	-----	1947-48.....	\$1,433,482	115.7
1943-44.....	1,238,800	100.0	1948-49.....	1,474,738	119.0
1944-45.....	1,444,250	116.6	1949-50.....	1,929,940	155.8
1945-46.....	1,411,307	113.9	1950-51.....	2,427,537	196.0
1946-47.....	1,459,485	117.8	1951-52.....	2,782,048	222.2
			1952-53.....	2,840,344	229.3

EDUCATION IN THE VIRGIN ISLANDS

Only the salaries of the two Superintendents of Education are paid directly from Federal appropriations. These amounts allotted in the past 10 years are listed in table 43. All other expenditures for the education of about 5,000 school children are paid from funds derived from local revenues and a Federal grant. The Federal grant averages about 25 percent of the annual expenditure for the administration of the Virgin Islands.

Table 43.—FEDERAL FUNDS ALLOTTED FOR EDUCATION IN THE VIRGIN ISLANDS, 1944-45 TO 1953-54

School year	Amount	School year	Amount	School year	Amount
1	2	1	2	1	2
Total (10 years).....	\$122,831	1946-47.....	\$14,271	1950-51.....	\$12,250
1944-45.....	14,030	1947-48.....	11,967	1951-52.....	12,406
1945-46.....	11,025	1948-49.....	10,598	1952-53.....	13,368
		1949-50.....	11,826	1953-54.....	11,140

EDUCATION IN THE PRIBILOF ISLANDS

Approximately 250 miles north of Dutch Harbor, Alaska, in the Bering Sea, are the Pribilof Islands. These islands constitute a special Government reservation set aside in 1869 by Congress for the protection of the Alaska fur seals and for other purposes. The Government is responsible for the health, education, and general welfare of the Aleut native resident population of approximately 550 under the act of February 26, 1944, as amended.

St. Paul Island and St. George Island are the only islands in the Pribilof group that are inhabited. The Fish and Wildlife Service, with the technical advice of the Territorial Department of Education for Alaska, administers the educational program for these two small communities. Under the terms of an agreement concluded between the two agencies on September 7, 1948, the school program for the Pribilof Islands has been closely integrated with the program for the Territory of Alaska.

All Aleut residents on the Pribilof Islands reservation between the ages of 6 and 16 are required to attend the elementary schools maintained on each of the two inhabited islands. Four teachers and a teacher-principal are employed by the Service in the St. Paul Island school with approximately 93 Aleut children enrolled. Two teachers are employed in the St. George Island school with approximately 39 enrolled. Children of Federal civilian personnel stationed on the islands are also permitted to attend the schools.

Federal funds allotted for education in the Pribilof Islands from 1950-51 to 1953-54 are given in table 44. Data for these schools were obtained from the Department of the Interior.

Table 44.—FEDERAL FUNDS ALLOTTED FOR EDUCATION IN THE PRIBILOF ISLANDS, 1950-51 TO 1953-54

School year	Amount	Percent of 1950-51	School year	Amount	Percent of 1950-51
1	2	3	1	2	3
Total (4 years).....	\$122,452	-----	1951-52	\$26,400	100.0
1950-51.....	26,400	100.0	1952-53	34,134	129.3
			1953-54	35,518	134.5

EDUCATION FOR CHILDREN OF NATIONAL PARK EMPLOYEES

Administrative officials at national parks having large numbers of people employed are authorized to arrange for the education of the children of these employees. Two programs of this kind are described here.

YELLOWSTONE NATIONAL PARK

Revenues received from visitors to the Yellowstone National Park are used in providing educational facilities for the children of personnel employed in the administration, operation, and maintenance of the park. A special fund appropriation account is set up for the revenues from the visitors. From this fund the park headquarters make reimbursements to the local school boards in the surrounding communities of Idaho, Montana, and Wyoming, on a pro rata per pupil basis covering tuition and transportation cost. This authorization was approved by an act of Congress on June 4, 1948.

Three provisions in the act of 1948 are intended to improve education facilities that are inadequate. If, in the opinion of the Secretary of the Interior, facilities are inadequate, the Secretary may enter into cooperative agreements with State or local agencies (1) for the operation of school facilities, (2) for the construction and expansion of local facilities at Federal expense, and (3) for contribution by the Federal Government, on an equitable basis satisfactory to the Secretary, to cover the increased cost to local agencies for providing the educational services required.

A 6-year summary of Federal funds allotted for the education of children of employees of the Park is given in table 45. Information for this table was furnished by the Department of the Interior.

CRATER LAKE NATIONAL PARK

The Secretary of the Interior has been delegated authority, pursuant to section 8 of the act of September 30, 1950 (P. L. 874, 81st Cong.), to make arrangements for free public education for children of employees of Crater Lake National Park, Oreg. Pursuant to this authority, such facilities have been provided beginning with the 1951-52 school year. Schoolroom space is provided without additional expense by utilizing a room of the administration building at the Park headquarters. Expenses for the salary of a teacher, textbooks, teaching supplies, heat, and janitor services are financed through working funds advanced to the National Park Service. The amount of the advances are based upon per pupil costs depending upon average attendance records. Table 45 lists actual and estimated expenditures from 1948-49 to 1953-54. Information for this educational program was furnished by the Department of the Interior.

Table 45.—FEDERAL FUNDS ALLOTTED FOR EDUCATION OF CHILDREN OF EMPLOYEES OF YELLOWSTONE AND CRATER LAKE NATIONAL PARKS: 1948-49 TO 1953-54

School year	Yellowstone National Park				Crater Lake National Park
	Current expenditures		Construction	Total	
	Amount	Percent of 1948-49			
1	2	3	4	5	6
Total (6 years)	\$99,082.84		\$51,972.58	\$151,055.42	\$8,766.62
1948-49	13,250.55	100 0	0	13,250.55	0
1949-50	15,926.03	120 2	0	15,926.03	0
1950-51	13,758.92	103 8	0	13,758.92	0
1951-52	18,132.74	136 8	51,972.58	70,105.32	1,350.00
1952-53	16,200.60	122 3	0	16,200.60	3,286.62
1953-54 (estimated)	21,814.00	164 6	0	21,814.00	4,130.00

REVENUE FROM PUBLIC DOMAIN GRAZING LANDS

States in which Federal grazing lands are located receive, under the terms of a 1934 law, as amended, $12\frac{1}{2}$ percent of the grazing receipts from each of the national grazing districts and 50 percent of grazing receipts from lands outside of grazing districts. This money may be used as the State legislatures prescribe for the benefit of the subdivisions having such grazing lands within their areas.

An additional $33\frac{1}{3}$ percent of the grazing receipts from each grazing district located on Indian land ceded to the United States for disposition under the public-land laws is paid to the State in which such land is located. These payments are for the benefit of schools and roads of the respective counties.

The Bureau of Land Management, United States Department of the Interior, supplied revenue figures for tables 46 and 47. Table 46 presents a 10-year summary of Federal payments to the States from the receipts from grazing use. In table 47 are given the total amounts paid to individual States during the 1951-52 and 1952-53 school years. The Bureau of Land Management is unable to supply information on the amounts of these monies used by the States and counties for the public schools. No reports of these apportionments made by the legislatures are sent to the Bureau of Land Management. Figures in tables 46 and 47 have not been included in table 6 since some portions may have been used for purposes other than schools as designated by State legislatures.

Table 46.—FEDERAL FUNDS PAID FROM RECEIPTS FOR LEASING GRAZING LANDS, 1943-44 TO 1952-53¹

School year	Amount	Percent of 1943-44	School year	Amount	Percent of 1943-44
1	2	3	1	2	3
Total (10 years).....	\$3,709,650.07	-----	1947-48.....	\$256,964.41	50.6
1943-44.....	507,755.60	100.0	1948-49.....	185,211.35	36.5
1944-45.....	498,044.96	98.1	1949-50.....	297,985.70	58.7
1945-46.....	480,079.29	94.5	1950-51.....	288,345.86	56.8
1946-47.....	517,113.62	101.8	1951-52.....	331,983.78	65.4
			1952-53.....	346,165.50	68.2

¹ Funds may be used for schools and roads as apportioned by the State legislatures.

Table 47.—FEDERAL FUNDS PAID TO THE STATES FROM RECEIPTS FOR LEASING GRAZING LANDS, 1951-52 AND 1952-53¹

State or Territory	1951-52	1952-53	State or Territory	1951-52	1952-53
1	2	3	1	2	3
Total.....	\$331,983.78	\$346,165.50	Nebraska.....	\$590.41	\$173.41
Arizona.....	27,879.89	27,145.78	Nevada.....	31,736.59	39,878.67
Arkansas.....	46.40	30.90	New Mexico.....	26,809.49	28,931.32
California.....	36,143.52	37,663.97	North Dakota.....	665.17	1,220.62
Colorado.....	24,545.20	21,150.70	Oklahoma.....	118.10	110.45
Idaho.....	23,037.21	25,683.21	Oregon.....	20,150.75	20,263.57
Kansas.....	29.49	12.35	South Dakota.....	3,978.95	4,518.70
Louisiana.....	0	24.43	Utah.....	28,859.72	28,941.73
Minnesota.....	4.27	4.27	Washington.....	3,953.48	5,770.40
Montana.....	27,927.93	29,047.74	Wyoming.....	76,407.21	75,593.34

¹ Funds may be used for schools and roads as apportioned by the State legislatures.

REVENUE FROM PUBLIC DOMAIN MINERAL LANDS

Congress enacted laws in 1920, 1926, 1927, and 1928 providing that 37½ percent of the receipts from rentals, royalties and bonuses from mineral lands in the public domain be paid to the States. The provision affects only those States in which leased federally owned mineral lands are located. Funds paid to the States under this law may be used for the construction and maintenance of roads or for the support of public schools or other public educational institutions as the legislatures of the respective States may direct. Funds are also paid to the States under The Acquired Lands Act of 1947 with the allocations determined by the governing laws under which the lands were acquired. Payments to the States and Territories, under this kind of legislation, have amounted to more than \$97 million during the past 10 years. Amounts paid to the States for this 10-year period are given in table 48.

Table 49 shows the amounts paid to each of the 22 States and Alaska for the 1951-52 and 1952-53 school years. Five States including California, Colorado, New Mexico, Utah, and Wyoming receive approximately 90 percent of these collections from leasing the mineral lands. Informa-

tion regarding the portions of funds allocated to roads and schools by the several legislatures is not available from the Bureau of Land Management. Table 6 does not include figures for 1952-53 inasmuch as the funds are not used exclusively for education.

Table 48.—FEDERAL FUNDS PAID FROM RECEIPTS FOR LEASING MINERAL LANDS: 1943-44 TO 1952-53¹

School year	Amount	Percent of 1943-44	School year	Amount	Percent of 1943-44
1	2	3	1	2	3
Total (10 years).....	\$97,364,744.35	-----	1947-48.....	\$9,539,517.66	221.3
1943-44.....	4,310,006.49	100.0	1948-49.....	11,330,647.13	262.9
1944-45.....	4,029,152.04	93.5	1949-50.....	10,569,004.04	245.2
1945-46.....	4,040,280.58	93.9	1950-51.....	13,908,542.14	322.7
1946-47.....	5,984,135.04	138.5	1951-52.....	16,391,932.32	380.3
			1952-53.....	17,255,526.91	400.4

¹ Funds may be used for schools and roads as apportioned by the State legislatures.

Table 49.—FEDERAL FUNDS PAID TO THE STATES AND TERRITORIES FROM RECEIPTS FOR LEASING MINERAL LANDS: 1951-52 AND 1952-53¹

State or Territory	1951-52	1952-53	State or Territory	1951-52	1952-53
1	2	3	1	2	3
Total.....	\$16,391,932.32	\$17,255,526.91	Montana.....	\$784,487.08	\$1,027,700.90
Alabama.....	1,857.88	683.24	Nebraska.....	23,203.88	4,705.50
Arizona.....	57,350.57	36,880.97	Nevada.....	346,615.78	140,977.35
Arkansas.....	391.97	2,350.04	New Mexico.....	3,043,347.69	3,087,012.57
California.....	2,980,216.62	3,193,539.89	North Dakota.....	49,176.37	63,661.98
Colorado.....	2,349,255.15	2,681,064.45	Oklahoma.....	27,298.33	29,031.65
Florida.....	1,180.88	56.25	Oregon.....	11,576.44	7,395.75
Idaho.....	40,058.72	57,225.80	South Dakota.....	69,657.15	84,456.78
Kansas.....	28,314.12	30,127.71	Utah.....	1,077,121.58	1,017,044.73
Louisiana.....	20,604.76	32,654.80	Washington.....	742.49	4,292.03
Michigan.....	605.58	6,914.25	Wyoming.....	5,400,342.22	5,726,096.71
Mississippi.....	970.17	2,736.33	Alaska.....	8,556.89	118,917.73

¹ Funds may be used for schools and roads as apportioned by the State legislatures.

REVENUE FROM SALES OF PUBLIC LANDS

Each public-land State receives 5 percent of the net proceeds from the sales of public land and materials within its boundaries. This money is to be used for education, roads, and public improvements as apportioned by the State legislatures. Table 50 presents a summary of the payments to States out of the receipts from the sales of public lands from 1803 to 1953. Details are given annually for the years from 1948-49 to 1952-53.

The Bureau of Land Management has no data on the proportions of these payments which are used by the States for the support of public schools and for that reason the figures are not included in table 6.

Table 50.—FEDERAL FUNDS PAID TO THE STATES OUT OF RECEIPTS FROM SALES OF PUBLIC LANDS FROM MAR. 3, 1803, TO JUNE 30, 1953¹

State	Fiscal years 1803-1948	1948-49	1949-50	1950-51	1951-52	1952-53	Total
1	2	3	4	5	6	7	8
Total	\$17,096,704.48	\$18,600.39	\$41,884.22	\$59,889.87	\$68,593.41	\$66,655.47	\$17,352,327.84
Alabama	1,084,394.14	1,230.26	314.17	249.35	2,081.91	1,810.23	1,090,086.06
Arizona	50,274.09	494.29	1,269.40	1,203.50	869.14	982.98	55,093.40
Arkansas	342,713.71	411.54	882.16	2,060.51	1,107.03	1,685.07	348,860.02
California	1,188,682.99	3,230.17	6,678.24	7,047.39	17,710.37	15,231.87	1,238,581.03
Colorado	526,034.79	2,367.64	885.56	2,060.86	4,166.59	7,179.30	542,694.74
Florida	174,560.87	1,756.61	425.38	469.82	1,104.95	1,215.14	179,532.77
Idaho	308,919.20	314.86	5,234.16	5,579.02	5,443.73	5,447.66	330,938.63
Illinois	1,187,970.09	0	0	0	0	0	1,187,970.09
Indiana	1,040,255.26	0	0	0	0	0	1,040,255.26
Iowa	633,647.87	0	0	0	0	12.00	633,659.87
Kansas	1,128,058.88	8.00	117.86	65.47	42.94	24.09	1,128,317.24
Louisiana	471,126.11	24.78	28	60.91	48.00	853.08	472,113.16
Michigan	590,343.56	3.60	55.92	136.07	43.08	14.20	590,596.43
Minnesota	595,753.03	97.67	16.59	124.18	39.20	177.08	596,207.75
Mississippi	1,074,733.17	91.62	182.01	171.87	400.02	72.09	1,075,650.78
Missouri	1,061,208.85	5.00	6.59	60.43	113.61	0	1,061,394.48
Montana	591,473.67	1,352.59	2,687.84	3,416.60	2,608.35	3,268.08	604,807.13
Nebraska	575,064.89	390.95	1,019.61	911.85	348.26	408.85	578,144.41
Nevada	51,839.86	385.35	488.10	173.13	733.76	552.17	54,172.37
New Mexico	152,918.59	229.66	800.27	655.22	2,124.94	3,674.75	160,403.43
North Dakota	539,980.00	199.56	295.26	308.51	582.51	88.50	541,454.43
Ohio	999,353.01	0	0	0	0	0	999,353.01
Oklahoma	67,011.94	15.05	504.13	412.83	108.58	247.72	68,300.25
Oregon	767,472.43	3,584.97	10,420.14	22,033.27	16,979.93	10,878.73	831,869.47
South Dakota	349,118.54	60.40	188.29	302.25	187.37	558.65	350,415.50
Utah	186,090.53	282.32	1,008.89	1,610.46	2,616.22	3,331.36	194,939.78
Washington	441,818.05	1,614.51	7,260.86	9,614.61	6,894.26	6,425.91	473,608.20
Wisconsin	589,233.00	200.86	51.24	86.09	218.10	88.24	589,877.53
Wyoming	326,653.36	242.13	1,101.27	1,075.67	2,030.56	2,427.63	333,530.62

¹ Funds may be used for education, roads, and public improvements as apportioned by the State legislatures.

REVENUE FROM REVESTED AND RECONVEYED LANDS

In the original Oregon and California Revested Lands Act of June 9, 1916, specific provisions were made for State and county school purposes but no payments were made to the counties until the passage of the act of July 13, 1926. This provided for payments of \$7,135,283.36 to the counties as back taxes with a requirement that the counties use the funds for public purposes including schools as though they had been paid by taxpayers.

The act of August 28, 1937, provided that the counties should get 50 percent of total receipts in lieu of taxes to be used as other county funds with another 25 percent to satisfy the shortage in payments to the counties in lieu of taxes covering the years 1934 to 1937, after which this 25 percent would be credited to the Government until it was reimbursed for having advanced money in lieu of taxes during the period in which income was unavailable. The latter obligation was fulfilled early in 1951, and 75 percent is now payable to the counties, except that Congress in recent

appropriation acts has authorized the retention of up to a third of this 75 percent for the construction of access roads.

The act of May 24, 1939, concerning the Coos Bay reconveyed lands, related to payments in lieu of taxes to two counties in Oregon for purposes specified in the prior Act of February 26, 1919, which contained requirements for State and county schools as well as other public purposes.

Table 51 indicates the payments from 1916 to 1953 to certain counties in Oregon and Washington from receipts from revested lands in the Oregon and California R.R. reconveyed Coos Bay Wagon Road land-grant funds. This information was obtained from the Bureau of Land Management but the figures are not included in table 6 since no summary of the amounts of this money used for school purposes is available.

Table 51.—FEDERAL FUNDS PAID TO CERTAIN COUNTIES IN OREGON AND WASHINGTON OUT OF REVESTED OREGON AND CALIFORNIA RECONVEYED COOS BAY LAND-GRANT FUNDS, JUNE 9, 1916, TO JUNE 30, 1953¹

School year	Amount	School year	Amount
1	2	1	2
Total (37 years).....	\$41,465,072.74	1950-51.....	\$3,243,814.66
1916 to 1930.....	25,545,924.42	1951-52.....	6,186,845.03
		1952-53.....	6,488,488.63

¹ Funds must be used for public purposes including schools.

Chapter V

EDUCATIONAL PROGRAMS OF THE VETERANS' ADMINISTRATION

CONGRESSIONAL ENACTMENTS with reference to the welfare of veterans have shown that the people have great concern for the restoration of the citizen soldier to a satisfactory civilian status. Public laws have indicated a desire to compensate men and women of the military services for the wartime interference of their educational and vocational programs. In this connection, many programs of assistance have been provided by the Veterans' Administration. Especially important among such programs are those pertaining to the further education and the vocational rehabilitation of the veterans. Other services of the Veterans' Administration include programs of compensation, pensions, loan guarantees, life insurance, death benefits, and medical care.

It is the purpose of this bulletin on Federal funds for education to describe programs of education for which Congress provides financial assistance. Consequently, the presentations here are limited to the educational services arranged for the veterans. Comprehensive details concerning other programs for veterans are described in the annual reports of the Veterans' Administration.

BASIC LAWS ON REHABILITATION AND EDUCATION

Public laws for the education and vocational preparation of veterans have been approved separately on the basis of disability considerations. This plan was followed for the veterans returning from World War II as well as those serving during the Korean conflict. Laws which have specifically provided for the vocational rehabilitation of disabled veterans are Public Laws 16 and 894.

Under other laws, veterans having no service-incurred disability are also eligible for educational benefits. The Servicemen's Readjustment Act of 1944 provides a program of education and training for veterans who served in World War II and the Veterans' Readjustment Assistance Act of 1952 extended similar benefits to those serving in the Korean conflict. This legislation is provided in Public Laws 346 and 550.

PUBLIC LAWS 16 AND 894

These laws were approved by the Seventy-eighth Congress in 1943 and the Eighty-first Congress in 1950, respectively. Under these laws the Veterans' Administration prescribes, provides, and supervises programs of vocational rehabilitation for disabled veterans. The general purpose is to restore employability which has been lost by virtue of a handicap due to a service-incurred disability for which wartime rates of compensation are payable. The program provides for each step in the rehabilitation process from the veterans initial application to providing assistance for his placement in suitable employment.

Laws providing for the rehabilitation of disabled veterans are mentioned first because the legislation was approved prior to those for veterans having no service-connected disability and because the program had much earlier beginnings in the Veterans Administration. If comparisons are made as to size, the program for disabled veterans is relatively small. During the 1947-48 school year, when the largest numbers of veterans were enrolled in both programs, the number of disabled veterans in training was only 9.7 percent of the total number of veterans participating in the training programs, including those enrolled under Public Law 346. Similarly, the number of disabled veterans securing vocational rehabilitation during the 1952-53 school year was only 4.5 percent of the total number of veterans in training, as indicated by the figures in columns 2 and 5 of table 53.

PUBLIC LAWS 346 AND 550

These laws were approved by the Seventy-eighth Congress in 1944 and the Eighty-second Congress in 1952, respectively. They provide financial assistance for a program of education and training in which the veteran can pursue an educational course of his choice in any approved school or job-training establishment which accepts him, provided that those eligible under Public Law 346 began their courses of study by July 25, 1951, or within 4 years of the veteran's first discharge from active World War II military service after July 25, 1947. Veterans eligible under Public Law 550 must initiate their training by August 20, 1954, or within 2 years after discharge or release from active service, whichever is the later. Education and training under Public Law 346 will not be afforded beyond 9 years after termination of World War II (July 25, 1947) or date of discharge, whichever is later, and all education and training under Public Law 550 will not be afforded beyond 7 years after either discharge or the end of the period of emergency, whichever is earlier. The extent of a veteran's entitlement to education and training benefits under Public Law 550 is limited to $1\frac{1}{2}$ times the period of active service up to a maximum of 36 months of entitlement.

Differences between the programs authorized by Public Laws 346 and 550 should be noted. Veterans returning from World War II had been in

military service for a longer period of time. Public Law 346 authorized the Veterans' Administration to arrange all financial details for their extended education and to provide many services, including the payment of registration fees, tuition, and charges for books and supplies. These expenses were paid directly to the training institutions. Only amounts for subsistence and dependents were paid directly to the veterans.

In contrast, Public Law 550 has authorized what might be called a scholarship program. The veteran is free to arrange his college program just as he might do if he had been granted a scholarship. The funds are paid directly to the student with no adjustment for varying tuition charges. The student is free to select approved courses in the institution of his choice, and plan his own expenditures for tuition, registration fees, books, supplies, and subsistence. Counseling is available on request but there is no plan for counseling all participants receiving benefits under this program.

EDUCATIONAL FACILITIES AND CONTRACTS

Educational services and vocational rehabilitation for veterans are administered by the Veterans' Administration but the Federal office does not actually provide any schooling or vocational training. These services are provided by approved educational institutions and on-job training establishments. Wide interest in this procedure is demonstrated by the large number of educational institutions and training establishments which have participated.

Near the close of the 1952-53 school year, the vocational rehabilitation of disabled veterans under Public Laws 16 and 894 and the training of veterans under Public Law 346 were being conducted in 12,000 educational institutions and 17,000 on-job training establishments. Similarly, under Public Law 550, Korean veterans were pursuing courses in 5,500 educational institutions and in approximately 17,000 on-job training establishments. Included in this number were 4,200 educational institutions and 2,000 on-job training establishments which were also training World War II veterans.

Correspondence study is included in the programs available to veterans and a considerable number are extending their education through this plan. The Veterans' Administration has contracts with 129 correspondence schools under Public Laws 16 and 346. Among these, 65 are colleges and the remaining 64 are schools which offer trade, industrial, and business training. Similarly, arrangements have been made with 44 schools to provide correspondence instruction to veterans under Public Law 550.

Educational arrangements had previously taken the form of contracts between the educational agencies and the Veterans' Administration to pay

tuition fees and other charges. This was particularly true for the two basic programs covered by Public Laws 16 and 346. However, under the more recent legislation intended to provide for veterans of the Korean period, the contractual plan is used only for disabled veterans under Public Law 894. For trainees enrolled under Public Law 550, the Veterans' Administration does not arrange contracts with the educational institutions.

Under the authority of Public Law 550, approval was granted for the courses offered by 21 educational institutions sponsored by the Federal Government and to 30 privately owned industrial establishments which are national in scope and which offer courses in apprentice and other on-the-job training. Industries in which courses of training were approved include steel, automobile, railroad, chainstore, telephone, electric equipment, farm machinery, and photography equipment. Federal departments and agencies offering courses in apprentice and on-the-job training which have received approval include the Air Force, Army, Navy, Treasury, Agriculture, Tennessee Valley Authority, and the National Advisory Committee for Aeronautics. The veterans enrolled in approved courses of training at the various installations of the above are under the jurisdiction of the regional office in the area in which the training is being provided.

In each State there is established a VA liaison officer whose primary duty is to maintain close contact with the approving agencies of the State and to review all approvals of courses of education and training to determine that they meet all of the criteria of the law and VA regulations. Close working relationships between the VA liaison officer and the State approving agencies have been developed so that there may be mutual understanding with respect to the appropriate application of the requirements of the law, and VA regulations for each course of education and training offered by a training facility applying for approval to train Public Law 550 veterans.

COUNSELING AND VOCATIONAL GUIDANCE

The Veterans' Administration continued to provide counseling services to veterans with regard to (1) personal adjustment problems, (2) choice of suitable vocational and educational goals, and (3) the development of appropriate occupational plans. These services were provided for disabled veterans applying for education and training under Public Law 16 and Public Law 894. The same services were made available, although on a lower priority basis, to nondisabled veterans who requested the assistance of a counselor in connection with choosing an educational or occupational objective and in planning an education or training program under Public Law 550 or Public Law 346.

Increasing demands for counseling after the passage of Public Law 550 resulted in an increase in the number of guidance centers from a low of 25 in July 1952 to 56 in June 1953. Counseling for servicemen who were about to be separated from the Armed Forces because of service-connected disabilities was also initiated or resumed in 22 Armed Forces hospitals.

These demands for counseling have made it necessary to employ additional counselors. The counseling staff assigned to the field offices was increased from 339 to 369 in 1952-53. Also, in order to improve the quality of the service, a new counselor position was established under the title of counseling psychologist. Despite the fact that the new positions require 2 full years of graduate work in the field of psychology with major emphasis in counseling and guidance, a sufficient number of applicants qualified according to the new standards. All of the 30 new counselors employed in 1952-53 were taken from the new register for counseling psychologists, and 24 of those already employed qualified immediately for the new position.

Veterans counseled under Public Law 16 declined from 44,500 for the 1951-52 school year to 28,500 for 1952-53, while the number counseled under Public Law 894 increased from 4,000 to 15,200. An additional 1,200 disabled veterans applied for education and training under Public Law 550 but, in the process of counseling, they were found in need of vocational rehabilitation and chose training under Public Law 894. The number of counseling interviews with regard to problems of personal adjustment, which became evident in the course of counseling or after the veteran had entered training, totaled 19,400 in 1952-53.

Veterans counseled under Public Law 346 continued to decline decreasing from 48,100 in 1952, to 11,500 in 1953, but the increasing number of veterans counseled under Public Law 550 during the latter part of the year offset much of this decline. The number of veterans provided counseling under Public Law 550 during 1952-53 was 24,300. However, 17,800 or approximately 73 percent of this number were counseled after January 1, 1953. This indicates that the number of veterans served in the program of counseling and vocational guidance is increasing.

The total number of veterans provided counseling during 1953 was 79,500 as compared with 96,700 in 1951-52. The reversal of the downward trend during the year is evidenced by the fact that 7,728 veterans counseled in June 1953 represented a 48 percent increase over the 5,241 counseled the previous June.

NUMBERS IN TRAINING

Enrollment and participation data describing the number of veterans in the educational programs of the Veterans' Administration are reported in greater detail in the annual reports of the Administrator of Veterans

Affairs. These reports show the extent to which veterans have accepted training opportunities and they also indicate the types of training secured.

By June 30, 1953, a total of 598,524 veterans had entered training under Public Law 16. Of these, only 18,909 were still in training at the end of the 1952-53 school year. Others had completed their vocational preparation or dropped out of training. These figures and those listed in columns 2, 3, and 4 of table 53 indicate that this particular program had completed the major part of its work.

Similarly, the benefits to veterans under Public Law 346 have almost reached a termination date. Since this act was passed almost 10 years ago, applications for educational benefits have been received from 10,247,458 veterans. Of this number, 335,008 were still in training at the close of the 1952-53 school year. Training was considered to be in a terminated status for 7,469,802 veterans. Only 957,873 of these had exhausted their entitlement. These figures indicate that more than 76 percent of the veterans who applied for benefits under Public Law 346 entered training, and only 4 percent of those who entered were still in training.

The totals for these two educational benefit laws for World War II veterans show that 11,455,022, or about 74 percent of the men and women, had realized the value of the educational program provided for them. Of the number that applied for education service approximately 73 percent or 8,403,334 entered training. Stated another way, approximately 54 percent of the 15,440,000 veterans in World War II have received educational benefits such as were contemplated by Public Laws 16 and 346. Numbers enrolled and Federal expenditures for these benefits are summarized in tables 52 and 53.

As the veterans' educational programs authorized by Public Laws 16 and 346 are approaching the end of their applicability, Public Laws 894 and 550 which extend similar benefits to the veterans for the period of the Korean conflict are beginning to expand. Applications received for these 2 new programs reached approximately 352,000 or about 18 percent of the eligible 1,963,000 veterans for the Korean period. This implies that large increases in applications for these benefits may be expected over the next few years.

Table 52, in addition to showing the enrollment trends for veterans' training, depicts the veterans' participation in the different types of training. According to the figures the most popular kind of training was that offered in colleges and universities where the peak enrollment was noted for the 1947-48 school year. Other types of training, in the order they were preferred by veterans, were training below college grade, on-job training, and on-farm training. These programs reached their peak enrollments in the 1949-50, 1946-47, and 1949-50 school years, respectively. The table does not reveal the extent to which veterans have enrolled in

correspondence courses to extend their preparation. According to the Veterans' Administration, 21 percent of the veterans who have trained under Public Law 346 in schools below college grade were enrolled in correspondence courses.

EXPENDITURES FOR EDUCATIONAL BENEFITS

Expenditures during 1952-53 brought the total Federal payments, since the inception of the education, training, and vocational rehabilitation programs for veterans, to almost \$16 billion. This is a substantial sum but it is small compared to other expenditures for World War II and for Korean conflict, and it is small compared with the values the servicemen will derive from vocational and advanced education during their earning years.

Expenditures for subsistence, tuition and supplies, under Public Laws 16, 894, and 346, and education and training allowances, under Public Law 550, are shown by States and Territories in table 5 for 1952-53. They amount to almost \$726 million. Similar expenditures for 1951-52 are listed in table 54. Inasmuch as the expenditures for 1952-53 were about half of those for 1951-52, it is apparent that the program for World War II veterans is drawing to a close and that the education of the Korean veterans has not yet grown to proportions that would compensate for the reduction.

For the 1952-53 school year, payments under Public Laws 16 and 894 amounted to almost \$43 million for subsistence and almost \$15 million for tuition, supplies, and equipment. Corresponding payments under Public Law 346 were almost \$379 million for subsistence and almost \$203 million for tuition, supplies, and equipment. Payments made to veterans for all purposes, including subsistence and education, under Public Law 550 amounted to more than \$86 million. Under this law a small payment is made to educational institutions to defray the cost of reporting on vet-

Table 52.—AVERAGE NUMBER OF VETERANS ENROLLED IN VARIOUS EDUCATIONAL PROGRAMS IN THE 5 MONTHS FROM OCTOBER THROUGH MARCH: 1945-46 TO 1952-53

Fiscal year	Higher education	Below college grade	On-farm training	On-job training	Total
1	2	3	4	5	6
1945-46.....	209,313	77,126	13,294	84,042	383,775
1946-47.....	1,095,975	467,648	102,004	707,550	2,373,177
1947-48.....	1,180,350	685,758	238,077	624,813	2,718,998
1948-49.....	1,024,924	709,216	304,989	489,900	2,499,029
1949-50.....	851,260	895,818	346,860	311,229	2,405,167
1950-51.....	558,523	728,086	312,398	166,981	1,765,988
1951-52.....	369,179	678,196	250,304	104,663	1,402,372
1952-53.....	257,162	306,003	128,497	51,793	743,455

erans enrolled in and attending the colleges and universities. This fee amounted to \$1.50 per veteran per month and required payments totaled \$1,215,000 for 1952-53.

Expenditures over the 10-year period are summarized in table 53. The figures indicate that subsistence allowances have accounted for as much as 79 percent of the funds required by the laws which provide for vocational rehabilitation under Public Laws 16 and 894 of disabled veterans and that they constitute about 70 percent of the expenditures under Public Law 346. The remaining portions are for tuition, equipment, supplies, and materials.

Table 53.—NUMBER OF VETERANS IN TRAINING AND FEDERAL FUNDS EXPENDED FOR VOCATIONAL REHABILITATION AND FOR EDUCATION AND TRAINING: 1943-44 TO 1952-53

School year	Vocational rehabilitation (Public Laws 16 and 894)			Education and training (Public Laws 346 and 550)		
	Average number of veterans in training	Amount for tuition, equipment, and supplies	Amount of subsistence allowance	Average number of veterans in training	Amount for tuition, equipment, and supplies	Amount of subsistence allowance
1	2	3	4	5	6	7
Total (10 yrs.)		\$312,352,940	\$1,230,025,273		\$4,285,649,976	\$9,927,946,989
1943-44	922	97,480	566,668	0	0	0
1944-45	9,464	1,302,027	7,046,348	11,956	1,702,821	7,802,860
1945-46	44,578	7,093,906	37,993,447	376,750	32,113,444	317,905,345
1946-47	174,465	30,005,002	190,941,044	1,833,551	567,938,944	1,550,796,114
1947-48	237,382	68,013,236	265,296,234	2,213,382	872,756,131	1,628,907,830
1948-49	217,740	73,002,526	262,196,010	2,054,616	834,379,091	1,865,804,493
1949-50	167,809	58,676,346	213,615,520	1,990,413	766,616,410	1,829,111,963
1950-51	99,872	41,702,380	135,172,874	1,552,040	580,263,020	1,363,078,577
1951-52	54,253	23,619,180	74,282,884	1,226,862	425,746,390	899,656,958
1952-53	31,417	14,846,357	42,922,244	669,707	204,134,725	464,882,849

¹ Includes \$1,215,000 paid to educational institutions for reporting.

² Education and training allowance paid to Public Law 550 trainees includes allowance for tuition, equipment, and supplies.

Table 54.—FEDERAL FUNDS EXPENDED FOR VOCATIONAL REHABILITATION AND FOR EDUCATION AND TRAINING OF WORLD WAR II VETERANS IN THE STATES AND TERRITORIES, 1951-52

State or Territory	Vocational rehabilitation (Public Law 16)			Education and training (Public Law 346)		
	Average number of veterans in training	Amount for tuition, equipment, and supplies	Amount of subsistence allowance	Average number of veterans in training	Amount for tuition, equipment, and supplies	Amount of subsistence allowance
1	2	3	4	5	6	7
Total.....	54,253	\$23,619,186	\$74,282,884	1,226,862	\$425,746,399	\$899,656,928
Alabama.....	1,865	678,300	2,525,437	37,016	9,986,979	37,084,530
Arizona.....	299	148,752	390,481	5,109	1,885,761	3,767,088
Arkansas.....	1,640	537,968	2,350,156	26,053	7,505,491	22,968,956
California.....	2,949	1,067,196	4,082,498	73,250	30,398,823	45,390,319
Colorado.....	868	448,088	1,215,438	13,229	5,407,770	10,968,668
Connecticut.....	431	187,317	608,112	10,761	2,056,507	4,737,198
Delaware.....	35	12,541	44,664	1,622	356,311	608,210
Florida.....	1,013	534,879	1,392,140	31,907	11,654,328	27,465,906
Georgia.....	2,155	690,038	2,055,006	44,916	9,863,873	27,868,701
Idaho.....	513	188,008	714,545	6,053	2,506,805	4,653,580
Illinois.....	1,236	704,453	1,774,091	49,563	23,014,234	30,324,632
Indiana.....	1,134	386,401	1,462,214	26,049	7,407,183	16,340,938
Iowa.....	1,026	378,894	1,477,105	19,178	6,567,116	16,618,314
Kansas.....	843	271,115	871,614	12,149	2,893,845	7,910,904
Kentucky.....	1,978	712,376	2,745,141	19,360	8,972,464	17,394,217
Louisiana.....	1,134	622,544	1,597,973	41,088	17,758,943	43,737,073
Maine.....	149	51,432	176,254	3,940	1,116,326	2,005,742
Maryland.....	215	68,539	219,118	15,837	4,564,870	8,042,681
Massachusetts.....	1,566	856,006	1,940,681	29,203	11,217,591	13,796,969
Michigan.....	1,731	711,504	2,328,035	29,306	9,643,349	18,700,770
Minnesota.....	1,055	444,371	1,831,659	22,896	6,307,707	15,331,690
Mississippi.....	1,723	625,223	2,399,588	31,987	9,689,889	24,771,928
Missouri.....	2,329	1,121,409	3,372,850	31,613	13,996,664	29,444,552
Montana.....	299	114,568	424,876	5,734	2,182,145	4,367,784
Nebraska.....	861	232,932	1,176,466	12,628	3,301,741	11,618,771
Nevada.....	36	10,089	33,865	880	356,222	430,416
New Hampshire.....	156	61,722	215,007	2,872	854,130	1,658,644
New Jersey.....	779	229,451	984,800	30,632	9,713,179	12,620,266
New Mexico.....	195	117,011	282,709	6,141	2,387,724	5,447,641
New York.....	2,980	2,378,469	4,158,231	118,043	48,823,874	56,130,987
North Carolina.....	837	286,519	1,082,708	29,265	10,953,259	38,228,254
North Dakota.....	492	252,595	1,026,949	4,780	2,391,218	7,043,791
Ohio.....	2,564	810,317	3,328,231	47,934	18,618,880	21,960,216
Oklahoma.....	1,804	608,363	2,506,148	20,075	6,723,912	16,961,633
Oregon.....	338	150,175	469,185	10,042	3,111,204	6,700,922
Pennsylvania.....	2,868	1,572,011	3,956,868	68,332	30,086,008	53,674,122
Rhode Island.....	173	90,303	361,244	4,594	1,905,203	2,938,001
South Carolina.....	953	240,668	1,336,054	24,826	8,303,117	23,419,972
South Dakota.....	191	55,458	259,499	6,789	1,692,804	6,692,713
Tennessee.....	2,012	744,375	2,897,453	22,272	11,949,983	23,301,023
Texas.....	3,919	1,994,350	5,560,490	74,652	30,314,158	66,641,685
Utah.....	187	84,623	284,316	8,026	2,380,414	6,078,897
Vermont.....	133	48,736	160,409	2,127	623,622	1,566,540
Virginia.....	772	270,385	1,029,048	18,683	4,898,253	12,341,701
Washington.....	624	323,510	862,723	14,154	6,216,758	9,174,346
West Virginia.....	730	206,935	948,355	10,248	3,500,507	7,156,614
Wisconsin.....	1,138	378,082	1,553,831	18,061	5,255,588	12,922,855
Wyoming.....	148	47,164	198,415	3,088	908,997	2,466,007
District of Columbia ¹	293	215,692	509,428	14,104	7,645,258	9,542,819
Foreign countries.....	21	6,247	35,375	9,174	2,346,402	10,269,202
U. S. possessions.....	283	85,987	426,500	11,478	3,591,138	11,264,872

¹ Includes central office payments not allocated by State.

Chapter VI

EDUCATIONAL PROGRAMS OF OTHER FEDERAL OFFICES

OTHER FEDERAL DEPARTMENTS AND AGENCIES, in addition to those reported in the preceding chapters, also expend Federal funds for educational services. These activities vary from small programs of in-service training to large appropriations used in providing educational services for thousands of students, and for extensive programs of research. These programs serve children in schools for regular and specialized instruction, adults seeking to improve their occupational status, people of other countries and the United States who participate in educational programs for the improvement of international relationships, and special research for our national defense and welfare. A summary of the activities for these and the other Federal offices for 1949-50 may be obtained from the listings in table 1 of chapter I.

Programs of education administered by 5 departments and 5 independent agencies are described in this chapter. Amounts of Federal funds expended for these programs are reported for some of them, but for others figures are not given since it is difficult to separate the expenditure for education from the total operating budget.

ATOMIC ENERGY COMMISSION

The scientific nature of the work of the Atomic Energy Commission and the exigencies for national defense and preparedness have required a variety of relationships between the Commission and educational programs. These interests and relationships to education are identified as contract research, the support of public schools near atomic energy installations, student fellowships, and other scientific training.

CONTRACT RESEARCH

The Atomic Energy Commission expends significant amounts of Federal funds in contracting for research, training in research, and fellowships which are arranged with individual universities, groups of universities and research departments of industrial establishments. The Commission's two Divisions of Research and of Biology and Medicine are responsible for the development and supervision of research in the physical, biologi-

cal, and medical sciences at the AEC installations as well as outside organizations.

Contracts for unclassified research in the physical sciences in university and college laboratories are currently proceeding at an annual expenditure of about \$11.8 million, and in the biological and medical sciences at an annual expenditure of about \$7 million. Generally, these contracts are for two kinds of research: (1) To solve a specific scientific problem, such as one dealing with the development of an isotope separation process, and (2) to add to the general fund of knowledge applicable to atomic energy development.

Proposals for basic research are submitted to the AEC by the management of universities and colleges which have capable scientists that are willing and interested in expanding and continuing research programs in this field. Members of the Commission's scientific staff consider many factors before the decision is made that a project should be supported by Commission funds. These factors include the following: (1) Importance of proposed project to atomic energy development, (2) general need of the AEC for more persons trained in the particular field of study, (3) scientific achievements already made by the institution concerned, (4) probability of continued research performance, and (5) extent of participation of the institution in the work to be undertaken. Amounts of Federal funds expended for these research programs of the AEC are listed in column 4 of table 55.

FELLOWSHIP PROGRAMS

The program of granting fellowships to encourage the training of young scientists was started by the Commission in 1948. Through the operation of the program, approximately 1,060 fellowships were awarded by the end of the 1951-52 school year at a total cost of about \$4,250,000. However, beginning with the 1952-53 school year the National Science Foundation, described on page 122, has sponsored a broad fellowship program which meets much of the need for the training of new scientists. Consequently, the Atomic Energy Commission now offers only a limited number of fellowship awards in the specialized fields of radiological physics, industrial medicine, and industrial hygiene.

OPERATION OF PUBLIC SCHOOLS

In addition to the research, fellowship, and other educational programs designed to develop more information and ability in the field of atomic energy, the Commission is required to operate or arrange for the operation of programs in public education for children living in the AEC owned and operated communities of Los Alamos, N. Mex.; Oak Ridge, Tenn.; and Richland, Wash. Amounts of Federal funds expended for the construction and operation of schools in recent years are listed in column 6 of table 55.

Table 55.—FEDERAL FUNDS EXPENDED FOR EDUCATIONAL PURPOSES BY THE ATOMIC ENERGY COMMISSION: 1949-50 TO 1951-52

School year	Expenditures for the development of scientific and of new information about Atomic energy				Construction, maintenance, and operation of elementary and secondary schools at Los Alamos, Oak Ridge, and Richland
	Fellowships	Other training	Research	Total	
1	2	3	4	5	6
Total (3 years)	\$3,483,869	\$2,297,695	\$49,832,018	\$55,523,582	\$11,165,084
1949-50	1,303,000	836,000	18,706,000	20,845,000	3,917,000
1950-51	1,054,649	693,636	13,487,426	15,225,711	3,682,497
1951-52	1,126,220	688,059	17,638,592	19,452,871	3,565,587

¹ Does not include research conducted at AEC "on-site" installations operated by university contractors.

CANAL ZONE

A program of public education in the Canal Zone provides elementary and secondary schooling from the kindergarten through grade 12, and junior college instruction for grades 13 and 14. In the elementary and secondary schools, it is estimated that the average daily attendance in 1953-54 will be approximately 10,372 children and that the junior college will enroll approximately 190 students. The junior college also conducts adult evening classes that are financed entirely from tuition fees.

An apprentice school to provide training in the skilled trades was also operated by the Canal Zone Government but effective July 1, 1953, it was transferred to the Panama Canal Co. However, since the program continues to be supported through Federal appropriations, it is included in table 56 which lists allotments and expenditures for the Canal Zone schools.

Congress appropriates funds for the entire cost of the Canal Zone Government, including its educational program. Fees received by the Canal Zone Government for its services, such as hospitals, schools, licenses, etc., are deposited in the United States Treasury. The Panama Canal Co. is obligated to pay into the Treasury as miscellaneous receipts amounts sufficient to reimburse the Treasury, as nearly as possible, for the net difference between the appropriation for the Canal Zone Government and the receipts for its services.

Payments made by the Panama Canal Co. are derived from tolls and other revenue the company receives from its commercial activities. Consequently, it would be proper to indicate that the funds reported in table 56 come from local sources available to the Panama Canal Co. or to the Canal Zone Government rather than to Federal taxation.

Table 56.—FEDERAL FUNDS ALLOTTED FOR EDUCATION IN THE CANAL ZONE, 1944-45 TO 1953-54

School year	Elementary and secondary schools		Apprentice school	Junior college	Total for education	
	Average daily attendance	Total cost of program			Amount	Percent of 1944-45
1	2	3	4	5	6	7
Total (10 years).....	\$14,931,720	\$92,323	\$849,022	\$15,872,200
1944-45.....	5,831	680,536	968	42,398	693,902	100.0
1945-46.....	5,756	746,567	0	44,939	791,506	114.1
1946-47.....	6,974	1,003,874	6,655	64,319	1,073,748	154.7
1947-48.....	6,855	1,058,018	7,456	77,107	1,142,581	164.7
1948-49.....	8,206	1,350,691	8,974	93,798	1,452,463	209.3
1949-50.....	8,317	1,525,936	12,319	93,785	1,631,040	235.1
1950-51.....	8,374	1,538,803	12,408	91,430	1,642,641	236.7
1951-52.....	9,100	1,763,000	13,374	78,430	1,854,804	267.0
1952-53.....	9,588	2,548,285	12,734	134,196	2,695,215	388.4
1953-54 (estimated).....	10,372	2,747,480	17,600	133,780	2,897,700	417.6

DEPARTMENT OF COMMERCE

Federal funds are expended for education services by several branches and divisions of the Department of Commerce. Programs discussed in this section include Aviation Education, Maritime Administration, and the National Bureau of Standards Graduate School.

Although not described in detail in this discussion, the Department of Commerce maintains essential services to the Nation through its program of studying and reporting on the weather. For this program, funds are provided for the in-service training of employees, for sending selected employees to colleges and universities for advanced training in meteorology, and for contracts with universities to conduct research in meteorology. Also, the Department has assisted with the training of meteorological technicians from other countries.

AVIATION EDUCATION

Congress has charged the Civil Aeronautics Administration with the responsibility for fostering and developing civil aviation. An important phase of this work is advanced through many activities which might be classified under air-age education. The schools provide direct instruction concerning aviation and they offer opportunities for relating facts having air-age significance to many other subjects including geography, health, safety, history, mathematics and the physical sciences. The Federal purpose in offering aviation education is to develop air-age understandings in the young people of the Nation, and to acquaint them with career opportunities in aviation.

For this purpose, the Civil Aeronautics Administration of the Department of Commerce has developed a cooperative program of aviation education services with the public schools, vocational schools, and insti-

tutions of higher learning. These services are provided at the request of State departments of education and county or local school authorities. In the program, conferences are held, addresses are given, and prepared materials for instruction are supplied. Consultative services pertain to planning statewide programs of aviation education, the air-age aspects of teacher training, and audio-visual aids or other instructional materials which the schools are considering for use in their air-age instructional programs. Assistance is given in setting up demonstration classes in air-age education and in serving as a clearinghouse for aviation education literature.

For these educational services of the Civil Aeronautics Administration, \$31,290 was made available for the 1953-54 school year and in the preceding year the corresponding expenditure was \$144,881. These amounts are for both Washington and field activities. Further details about the program may be obtained from the Civil Aeronautics Administration, Department of Commerce.

Training of foreign nationals.—Public Law 402 (80th Cong.) authorizes an educational exchange program on a worldwide basis. In this program, the extension of understandings and information concerning aviation are to be achieved through the exchange of trainees.

In these exchange arrangements, the Civil Aeronautics Administration has conducted aviation training programs for a total of about 1,800 selected foreign nationals since 1941, under the authorization of several basic laws, as a participating agency in technical assistance programs of the United States Government. The current programs are under the sponsorship of the Foreign Operations Administration described on page 119. Advanced technical training and knowledge are shared with aviation representatives of a great many countries throughout the world. An effort is also made to meet the needs of these countries for United States trained personnel. The aviation industry has cooperated fully with the CAA in providing appropriate training facilities and opportunities for foreign nationals under this program.

MARITIME ADMINISTRATION

On May 24, 1950, the United States Maritime Commission was abolished and replaced by the Maritime Administration created in the Department of Commerce. This was achieved by the President's Reorganization Plan No. 21. The Maritime Administration operates a training program for the purpose of training young men to become licensed officers in the United States Merchant Marine and in addition it supervises State marine and civilian nautical schools.

Federal merchant marine schools.—At the present time there is one federally operated merchant marine school for the training of officers for the merchant fleet known as the United States Merchant Marine Academy. Approximately 860 cadet-midshipmen are in training at this

academy. The United States Maritime Service Training Schools located at Alameda, Calif., and Sheepshead Bay, Brooklyn, N. Y., which offered upgrading, refresher, and specialist courses to men in the maritime industry, were decommissioned on January 31, 1954, and February 28, 1954, respectively. The United States Maritime Service Institute which offered correspondence courses to active men in the maritime industry was closed on March 31, 1954.

State marine schools.—The Secretary of the Navy was authorized as early as 1874 to furnish, if requested by a State Governor, a fully equipped vessel for use by colleges. The State Marine School Act of 1911 promoted nautical education by authorizing Federal aid "to be used for the benefit of any nautical school, and any school or college having a nautical branch" in any of 11 seaport cities named in the act. Navy personnel could be furnished for supervision or instruction in the schools and Federal funds were appropriated for these educational services. The act required that the Federal funds be matched by a State or municipality, but the Federal money could not exceed \$25,000 for any one school per year. Later legislation increased this \$25,000 limitation with the provision that the amount allocated to any school could not exceed \$50,000 per school year, conditioned on the admittance for training of cadets from out-of-State.

These schools, which are known as State Maritime Academies, were transferred in 1941 from the Navy to the United States Maritime Commission. The four academies are located in California, Maine, Massachusetts, and New York.

A 10-year summary of expenditures for the education of merchant marine personnel in these programs is given in table 57. Figures present all expenditures for education including training obtained through correspondence courses. The data were provided by the Maritime Administration in the United States Department of Commerce.

Table 57.—FEDERAL FUNDS EXPENDED FOR THE EDUCATION OF MERCHANT MARINE PERSONNEL: 1944-45 TO 1953-54

School year	Total		Federal Merchant Marine Schools	State Maritime Academies	Training of unlicensed merchant marine personnel	Upgrading of licensed and unlicensed merchant marine personnel
	Amount	Per cent of 1944-45				
1	2	3	4	5	6	7
Total (10 yrs.)	\$149,719,145	-----	\$39,612,989	\$10,644,441	\$49,332,346	\$50,060,369
1944-45	64,399,382	100.0	9,326,656	1,574,765	29,190,715	24,307,226
1945-46	35,487,274	55.1	6,563,714	1,584,469	15,779,513	11,559,598
1946-47	10,112,081	15.7	4,163,909	1,143,695	1,222,926	3,581,561
1947-48	7,254,413	11.3	3,162,160	978,390	1,150,688	1,054,276
1948-49	7,654,991	11.9	3,517,809	1,117,491	1,117,094	1,902,007
1949-50	6,755,004	10.5	3,288,518	1,053,492	767,257	1,645,737
1950-51	5,292,414	8.2	2,745,847	1,018,548	37,161	1,490,858
1951-52	4,377,133	6.8	2,672,206	646,336	36,888	1,121,731
1952-53	4,023,683	6.3	2,129,378	621,370	38,644	1,234,585
1953-54	4,353,600	6.8	2,142,900	908,000	42,500	1,262,300

NATIONAL BUREAU OF STANDARDS GRADUATE SCHOOL

This graduate school, established in 1908, is the oldest of the several advanced educational programs sponsored by governmental agencies primarily for employees. Educational services are provided in the Bureau's area of scientific responsibility, the physical sciences.

Classroom and laboratory space, library facilities, and instructional materials are provided by the Bureau. Specialists from the Bureau's staff are available as instructors. Each academic year there is an enrollment of approximately 500 students. All classes are held after office hours.

Funds are not appropriated, or specifically spent, for the administration of the school and, consequently, no tabulation of Federal funds expended for this educational program is presented here. Operation expenses are paid from student fees. The school is a nonprofit organization and professors are reimbursed for after-hour instruction by a tuition charge of \$8. per semester hour. An educational committee, composed of senior staff members, plans and administers the courses. This committee serves without reimbursement other than their regular salary.

A gradual change has been brought about in the school due to the increasing emphasis on science and the continuous growth of extension activity in American universities. Many of the courses offered in the graduate school are sponsored by some recognized institution of higher learning in which the students register and receive residence credit as well as academic credit. The school and the cooperating institution jointly select the course and the instructor.

Even though this graduate school is not a degree-granting institution, credit for course work toward a degree is earned and transferred to the registrar of the university or college in which the employee is enrolled. Doctor of philosophy degrees have been obtained by more than 160 students. Students have used either course or dissertation work, completed at the school, as a partial fulfillment of their requirements for degrees.

DEPARTMENT OF DEFENSE

An extensive program of training and research is essential to the defense of the Nation. Personnel in the military services need basic and specialized training to prepare them for efficient service. Programs in research are needed to train scientists and secure new facts. These programs of training and research proceed at a good pace, especially in peacetime when individuals and groups can be developed into effective forces and when new methods and materials may be discovered and tested. In addition, the Department of Defense has found it advisable to provide elementary and secondary school services for dependents of military and civilian employees when their families join them for overseas assignments.

Only a few of these educational interests of the Department of Defense can be described here. More of them may be noted by reference to the

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tabulation of 61 Federal activities in education listed for the Departments of the Army, Navy, and Air Force in table 1.

EDUCATION OF MILITARY PERSONNEL

The preparation of men and women for possible participation in war activities is a major function of the Department of Defense. Much of this preparation requires funds which may properly be classified as Federal expenditures for education.

The Federal funds made available for basic and specialized training for all recruits are not reported here; however, portions for academic training of military personnel at civilian schools, colleges, and universities, the United States Military Academy located at West Point, and the United States Naval Academy located at Annapolis, are given in table 58. These funds are provided to maintain and improve the reservoir of trained leaders for national defense.

Table 58.—FEDERAL FUNDS ALLOTTED FOR ACADEMIC TRAINING OF MILITARY PERSONNEL AT CIVILIAN SCHOOLS AND SERVICE ACADEMIES, 1946-47 TO 1953-54

School year	U. S. Military Academy	U. S. Naval Academy	Academic training of military personnel at civilian institutions ¹	College and graduate training of Naval Reserve personnel
1	2	3	4	5
Total (8 years).....	\$51,681,223	\$42,525,301	\$32,812,277	\$33,735,781
1946-47.....	4,567,200	4,480,000	2,412,091	2,489,750
1947-48.....	4,233,467	4,500,000	2,827,270	2,636,000
1948-49.....	4,675,300	5,559,192	2,453,225	2,942,747
1949-50.....	5,041,808	5,492,200	2,316,538	2,409,064
1950-51.....	7,223,299	6,424,840	2,948,991	2,775,500
1951-52.....	9,340,385	7,090,600	2,548,821	2,634,000
1952-53.....	8,473,874	7,481,969	2,164,676	2,924,000
1953-54.....	7,926,000	7,507,000	2,246,635	2,924,000

¹ Does not include military pay and allowances and the fees paid to universities under research and development contracts.

RESEARCH FOR DEFENSE

In addition to these educational programs in the civilian schools, and military academies, the Department of Defense expends large amounts for research to develop new methods and materials. Some of this research is conducted in the military branches and some of it is arranged through contracts with universities and research divisions of industrial establishments. Research programs of the Department of Defense will be apparent from the listing of Federal activities in education reported in table 1, but amounts expended for these programs are not listed here. Usually the figures cannot be separated easily from remaining portions of the military budget.

EDUCATION OF DEPENDENT CHILDREN OVERSEAS

Military and civilian personnel serving the Department of Defense in locations outside continental United States, Alaska, Hawaii, Puerto Rico, and the Virgin Islands are permitted to take their families with them under certain conditions. Experience has shown that this consideration is extremely important in maintaining high morale and in securing greatest efficiency. The plan, however, has required the provision of schooling for the children in these families.

Under certain limitations, the military services are authorized by law to spend appropriated funds to provide elementary and secondary schooling for children of military and civilian employees of the Department of Defense residing outside the continental United States, Alaska, Hawaii, Puerto Rico, and the Virgin Islands. The military services provide schooling in service-operated schools, in non-service-operated schools available in the overseas area, and by correspondence courses. If personnel of more than one military service are located in the area and it is feasible to establish a service-operated school, one service operates the school for all military dependents in the area. If it is impractical to establish a service-operated school, education is provided by tuition payments to non-service-operated schools available in the locality. If neither service-operated nor locally operated schools are available, then correspondence or home-study courses are provided at Government expense.

The Secretary of the Navy authorizes the establishment of Navy-operated schools. Major overseas commanders may authorize the establishment of Army and Air Force service-operated schools. The expenditures reported in tables which accompany the description of the military programs represent appropriated funds used to pay administrative and instructional costs for the service-operated schools, to pay tuition in non-service-operated schools, and to pay for home-study courses. Programs for the education of dependent children overseas provided by the Army, Navy and Air Force are described here.

Department of the Army personnel.—The objective of the Army's program for the education of dependents is to provide adequate American-type public school educational opportunities, grades 1 through 12, for eligible dependent children of United States military and civilian personnel on duty overseas where free public schooling is not otherwise available. Educational facilities for eligible dependent children are provided through the medium of Army-operated schools, other service-operated schools, locally available English-speaking schools, or through the use of recognized home-study courses.

The Army-operated schools in overseas areas are patterned after American public schools so far as curriculum, administration, and extracurricular activities are concerned. Every effort is made to provide an adequate variety of both curricular and extracurricular activities in order to permit

the maximum educational development of the pupils, and to maintain the accreditation presently held by service-operated secondary schools.

Table 59 gives information concerning the number of schools in operation, number of pupils in these schools, and the funds obligated by the Army for the 1951-52 and 1952-53 school years and estimated obligations for the 1953-54 school year. The 149 schools listed in column 2 are located in 7 different countries where substantial numbers of Americans are on duty. There are no schools operated in Alaska, Hawaii, Puerto Rico, Wake Island, or the Virgin Islands under this program. Support of schools in these areas is provided under the provisions of Public Law 874, Eighty-first Congress, as amended, which is administered by the Office of Education.

Federal funds reported in table 59 are limited to those specifically budgeted as current operating expenses required by these schools. Expenditures for school housing are not included. Also, some additional administrative expense as well as other expenditures for services provided in connection with the educational programs are not reported here because of difficulties of separating such items from other portions of the Army's budget.

Table 59.—FEDERAL FUNDS FOR THE EDUCATION OF CHILDREN OF ARMY PERSONNEL AND UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE ARMY IN OVERSEAS AREAS: 1951-52 TO 1953-54

School year	Number of schools	Funds obligated ¹	Number of pupils ¹
1	2	3	4
Total (3 years)		\$16,154,728	
1951-52	133	4,755,004	17,341
1952-53	145	4,815,724	22,549
1953-54 (estimated)	149	6,584,000	30,599

¹ Includes Deutschemerk funds in the amount of \$488,226 for 1951-52, \$353,679 for 1952-53, and \$308,000 for 1953-54.

² Includes some children attending other Service-operated schools and tuition-fee schools, and utilizing home-study courses.

³ Represents Department of Defense pupils.

Department of the Navy personnel.—The use of appropriated funds for the education of Navy dependents in overseas areas is authorized by Public Law 604, Seventy-ninth Congress, and by the annual Department of Defense appropriation acts. There are limitations on the amount of annual expenditures per child that are imposed by Congress. Expenditures in excess of the limitations are the responsibility of the parents.

Aid for the education of dependents in overseas areas is extended equally to all military personnel and all United States citizen civilian employees of the Navy establishment. No funds are provided for the schooling of dependents of indigenous employees of the Navy in foreign areas.

Navy dependents in overseas areas may secure their education under one of the following: (1) Navy-maintained schools, (2) schools operated by the Army or Air Force, (3) those maintained by local groups including Government, private, and church schools, and (4) correspondence or home-study courses.

Assistance is given only for dependents of school age in grades 1 to 12, inclusive, for schooling normally provided without tuition charges in tax-supported public schools in continental United States.

Table 60 gives information concerning the number of Navy-operated schools, expenditure and pupil figures for these schools, and also for educational services obtained for Navy dependents in other Service-operated schools, contract schools, and home-study courses. Average expenditures per pupil are given for the Navy-operated schools. The 12 schools listed in column 2 of table 60 are located as follows: one each in Turkey, Newfoundland, Japan, Italy, French Morocco, Cuba, British West Indies, Saipan, Midway, Kwajalein, and two in the Republic of the Philippines.

Table 60.—FEDERAL FUNDS FOR THE EDUCATION OF CHILDREN OF MILITARY PERSONNEL AND OF UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE NAVY IN OVERSEAS AREAS, 1952-53 AND 1953-54

Fiscal year	Education through Navy-operated schools				Education through other Service-operated schools, contract schools, or home study courses	
	Number of schools	Total expenditures	Number of pupils	Average expenditure per pupil	Total expenditures	Number of pupils
1	2	3	4	5	6	7
Total (2 years)		\$918,460			\$987,608	
1952-53	10	384,170	2,035	\$189	452,139	2,363
1953-54	12	534,290	2,823	230	535,469	2,315

Department of the Air Force personnel.—The Department of the Air Force has been authorized annually to use appropriated funds for the education of dependents of military and civilian personnel stationed in foreign countries. This authority has been granted in the annual military appropriations acts which have specified average per pupil limitations on the expenditures. Expenditures may be made for these educational programs only when the Secretary of the Air Force finds that local schools are unable to provide adequately for the education of dependent children of military or civilian personnel.

Four types of arrangements for educational services are included in the Air Force schools for dependents' program. They include:

1. *Air Force-operated schools.*—These schools are established and operated directly by the Air Force where there are sufficient numbers of pupils to justify their operation and where no other adequate educational facilities are available.

2. *Army- or Navy-operated schools.*—These are similar to the Air Force-operated schools. Pupils attend on a tuition basis and the Air Force reimburses or advances funds to the operating service for the cost of educating Air Force dependents attending such schools.
3. *Contract schools.*—These are non-service-operated schools which are considered adequate to provide for the education of dependent children. They include local English-speaking public, private or church schools. Tuition payments are made from Air Force funds.
4. *Correspondence schools.*—Commanders are authorized to expend appropriated funds for the education of dependent children through approved home-study courses. This plan is used only when other types of schools are either unavailable or are considered inadequate.

Table 61 gives information concerning the number of Air Force-operated schools, numbers of pupils and the total expenditures for (1) schools operated by the Air Force, and (2) other education obtained at Army- or Navy-operated schools, at local contract schools, or through home-study courses. The average expenditure per pupil from appropriated funds is given in column 7 of table 61.

Table 61.—FEDERAL FUNDS FOR THE EDUCATION OF CHILDREN OF AIR FORCE PERSONNEL AND UNITED STATES CITIZEN CIVILIAN EMPLOYEES OF THE AIR FORCE IN OVERSEAS AREAS, 1950-51 TO 1953-54

School year	Education through Air Force operated schools			Education through other Service-operated schools, contract schools, or home-study courses		
	Number of schools	Total expenditures	Number of pupils	Total expenditures	Number of pupils	Average expenditure per pupil from appropriated funds
1	2	3	4	5	6	7
Total (4 years).....	-----	\$6,170,321	-----	\$2,942,720	-----	-----
1950-51.....	-----	604,526	2,744	197,899	1,453	\$191.24
1951-52.....	20	654,318	2,910	481,973	3,039	190.97
1952-53.....	49	2,776,553	6,053	482,321	7,405	242.15
1953-54 (estimated).....	53	2,134,824	8,264	1,780,527	9,461	221.46

DEPARTMENT OF JUSTICE

The Department of Justice operates several educational programs. Among these are the programs of the Bureau of Prisons which provide educational opportunities for those in Federal penal and correctional institutions and of the Federal Bureau of Investigation which help with the training of law enforcement officers through special schools and classes. Details of these programs are presented under the appropriate headings in this section.

Not included in these discussions, however, is the interest of the Department of Justice in citizenship education. For 8 successive years the Department of Justice and the National Education Association have jointly sponsored an annual National Conference on Citizenship. These

meetings, which are held in Washington, D. C., are conducted by the Immigration and Naturalization Service. Federal funds are used in the employment of personnel for the operation of the service and to prepare citizenship education materials for use by citizenship classes arranged in the various cities. This same Bureau of Naturalization also expends small amounts of money for the training of border patrol officers, special agents, and State and local police officers in the border States.

BUREAU OF PRISONS

Programs in education are operated by the Bureau of Prisons of the Department of Justice. In these programs, opportunities for further education are extended to thousands in the 30 Federal penal and correctional institutions. Over 11,000, or 75 percent, of the confined personnel were enrolled in the general education courses, vocational training projects, or in correspondence courses during the 1952-53 school year.

Of the total number enrolled, from 25 to 30 percent fall below the fifth-grade level on the standardized achievement tests. Many in this group are totally illiterate and a larger group can barely read and write. Almost 6,000 received instruction in the elementary school subjects. On the basis of standardized achievement tests, which were administered after varying periods of instruction, more than 1,500 had raised their educational levels to the fifth grade or above during 1953.

A similar program of instruction is organized for those in the intermediate grades, or up to about the eighth grade. In 1953, approximately 2,500 were enrolled in these classes and in the vocational training courses. Of this number, 145 completed the eighth grade and were awarded public school diplomas.

Opportunities are also available for those interested in the academic high-school subjects. Through arrangements with local school systems, 1,175 received credit in a variety of subjects towards high-school graduation and 118 actually received State approved high-school diplomas in 1953.

Vocational training and placement.—Paralleling the academic program is the vocational training and placement program sponsored by and financed from funds made available by Federal Prison Industries, Inc. Organized trade and industrial training is offered in 71 different occupations, including machine trades, building trades, industries, and service occupations, as well as several more specialized occupations; dental laboratory technicians, fabrication of prosthetic appliances of various kinds, airplane engine mechanics, hospital attendants, and typewriter repair. In 1953, an average of 4,100 selected trainees were enrolled. Attendance at the Related Information Classes to supplement the development of manual skills is required of all vocational trainees. Various accrediting agencies, including the State Department of Vocational Training, Apprenticeship Councils, Agricultural Extension Service and the Civil Aero-

navitics Administration, have been cooperating with the institutions in order to assure approved standards and practices in the operation of the vocational training programs. During the year a total of 1,795 certificates of achievement were issued by State Departments of Vocational Education to trainees in this program.

In addition to the training offered in trade and industrial occupations, organized training in vocational agriculture has been stressed for the past few years in those institutions where a large percent of the population is rural and will most likely return to agricultural work. The training program is organized primarily on a short unit basis in a variety of specialized fields such as dairying, field crops, farm shops, swine husbandry, poultry, beef production, feeds and feeding. Training and experience on-the-job under the farm staff is closely correlated with classroom instruction given by a professionally trained vocational agriculture instructor. Approximately 640 men received specialized farm training during 1953.

Correspondence courses are used extensively in the institutions to supplement vocational training, as a substitute for classroom instruction, and to provide education and instruction in subjects not otherwise available. There were more than 3,100 enrollments in correspondence courses. About one-third of these were also enrolled in organized school activities.

Handicrafts and hobby work are becoming increasingly important in the training program. Classes are primarily leisure-time activities and are open evenings, weekends, and holidays. This instruction makes possible the development of creative interests and skills in the making of artistic and useful articles of metals, plastics, leather, wood and textiles. In two of the institutions the programs are operated by qualified teachers of industrial arts. In the other institutions the hobby shops are supervised by part-time teachers recruited from local school systems or by institutional personnel with the aid of inmate assistants.

Table 62, furnished by the Bureau of Prisons in the Department of Justice, gives information concerning vocational and general education in the Federal penal institutions for the 1950-51, 1951-52, and 1952-53 school years.

Table 62.—VOCATIONAL AND GENERAL EDUCATION IN FEDERAL PENAL INSTITUTIONS, 1950-51 TO 1952-53

Item	1950-51	1951-52	1952-53
1	2	3	4
Number of training courses offered.....	599	597	598
Number of participants enrolled.....	11,653	12,002	11,333
Number completing the units of training.....	6,796	6,826	6,812
Number of certificates issued by State, local, or county institutions.....	1,500	1,658	1,795
Number placed in jobs on release.....	1,250	1,500	1,339
Expenditures for vocational education.....	\$389,000	\$425,000	\$421,802
Cost per student for the complete course, including placement.....	\$57.25	\$62.40	\$61.92

FEDERAL BUREAU OF INVESTIGATION

This portion of the work of the Department of Justice is chiefly concerned with the enforcement of laws. The detection of violations, the apprehension of those who violate the Federal laws, and assistance to State and local law enforcement agencies constitute the major responsibilities of the Bureau. In this work, however, there are important opportunities to provide instruction to the personnel of the Bureau and to State and local police officials over the nation. Educational services are provided chiefly through the FBI National Academy and the police training schools.

FBI National Academy.—This academy was established by the Federal Bureau of Investigation in July 1935. In its first 18 years of service to police, over 2,500 graduates have helped to instruct more than 100,000 American law enforcement officers in all parts of the Nation through special courses offered by State and local police agencies.

Inasmuch as it is impossible to send all law enforcement officers to take the 12-week training course in Washington, approximately 80 men are very carefully chosen by the FBI to attend. Application for admittance is made by heads of law enforcement agencies or high-ranking public officials. These applicants are trained to be instructors and administrators so that upon graduation they are not only prepared to organize and conduct police schools, but to carry out administrative responsibilities. In this way the academy training is made available to law enforcement officers in all States.

Two sessions are held each year. A session includes a basic 10-week period plus 2 weeks of specialized study in specific elective courses. Each specialized course is for 1 week with stress being placed on the application of the subject to police work. Appropriate instruction is provided in the following subjects: criminal law, criminal identification, government, mathematical analysis, personnel procedures, public speaking, applied psychology, general science, biological science, chemical science, physical science, sociology, typing, visual education, vocational education, investigative techniques, firearms, police records, police organization and administration. The elective subjects offered during the last two weeks include the following: Police organization and administration, laboratory aids to investigation, use of records in police administration, fingerprint identification, investigative methods and techniques, firearms training, police photography, defensive tactics and traffic control. All courses are patterned after the basic training of special agents and many colleges and universities will give credit for the 400 class hours of instruction given during the 12 weeks at the academy.

The FBI maintains a staff of full-time instructors. This group is supplemented by FBI experts in individual fields. A number of nationally known visiting faculty members, including outstanding criminologists,

police officials and educators selected from higher institutions of learning for their unique contributions to law enforcement, complete the staff.

Expenditures for these educational services of the FBI are not reported here since it would be difficult to separate them from the regular budget of the Bureau. All the training is given as a part of the total program of the FBI. There is no charge for tuition and no expense to the student for equipment. Without charge, the students are loaned typewriters, revolvers, brief bags, and other classroom supplies. Living and travel expenses are paid by the students or by their local law enforcement departments.

Police Training Schools.—The FBI, upon request, assists local police, sheriffs, offices and State law enforcing agencies to meet their training needs by conducting special schools in the States, cities, and counties. Some of these schools, specially designed to meet the needs of new and relatively inexperienced officers, provide instruction in the basic fundamentals of law enforcement. Others afford technical training to more experienced investigative and administrative personnel in special aspects of their work. During the 1953 calendar year, the FBI participated in 2,541 police training schools, and 2,388 such schools were held during 1952.

Like the FBI National Academy, expenditures for these police training schools cannot be reported separately since these schools are conducted in the course of the regular activities of the FBI.

DEPARTMENT OF STATE

The Department of State conducts a program of International Educational Exchange involving approximately 7,000 exchanges a year and 70 countries. The purpose of the exchange program, in the words of the authorizing congressional legislation, is "to promote a better understanding between the people of the United States and the people of other countries." Opportunities are provided for Americans to pursue educational activities abroad and for foreign nationals to undertake similar projects in the United States. Participants include students, educators, newsmen, industrialists, specialists, and leaders who are influential in moulding public opinion at home and overseas. The specific purpose of their visits is to create a greater understanding of and confidence in the United States, and to develop the realization among other peoples that our objectives and policies are in harmony with, and will advance their own legitimate aspirations for peace, progress, and freedom.

Approximately two-thirds of those exchanged are foreign nationals who come here to observe at first hand the American way of life, to increase their knowledge in fields of specialisation, and to establish and broaden their contacts with Americans of similar interests. The remaining one-

third are Americans who go to other countries to obtain an understanding of their ways of life, to impart information about American life and institutions, to acquire further knowledge in the field of specialization, and to demonstrate and share this country's achievements.

These exchanges are arranged under a number of congressional authorizations. They include (1) the exchange program originally authorized for Latin America under the Good Neighbor policy, (2) the foreign currency exchange program authorized by the Fulbright Act; and (3) the worldwide exchange program authorized by the Smith-Mundt Act, which established a general framework for all exchange activities. The Department also conducts special programs in Germany and Austria authorized under the appropriation for Government in occupied areas, and in Finland and India, under principal and interest debt payments set aside for this purpose. The total cost of exchange programs under these various authorizations, including grants and administrative expenses, was \$25,983,116 for the 1951-52 school year, \$23,761,486 for 1952-53, and \$23,265,497 for 1953-54 as indicated in table 63. Numbers of persons exchanged with various world areas are shown in tables 64, 65, 66, and 67.

Table 63.—FEDERAL FUNDS ALLOTTED FOR EDUCATIONAL EXCHANGE PROGRAMS, 1951-52 TO 1953-54

Program	1951-52	1952-53	1953-54	Total
1	2	3	4	5
Total.....	\$25,983,116 ¹	\$23,761,486 ²	\$23,265,497 ³	\$73,010,099
International Educational Exchange Activities (Fulbright and Smith-Mundt).....	15,305,825	15,165,478	15,822,650	46,293,953
Government in Occupied Areas—Germany.....	6,373,423	5,671,967	5,845,246	17,890,636
Government in Occupied Areas—Austria.....	296,193	691,310	567,732	1,655,235
Finland (Public Law 561, 81st Cong.).....	288,830	228,190	125,255	712,275
Iranian (Public Law 561, 81st Cong.).....	3,781	65,371	33,398	107,550
Chinese and Korean (Public Law 527 and Public Law 535, 81st Cong.).....	3,615,005	1,869,170	725,337	6,209,512
India Educational Fund (Public Law 45, 82nd Cong.).....	0	0	140,880	140,880

¹ Includes \$3,061,625 foreign currency equivalent.

² Includes \$7,485,678 foreign currency equivalent.

³ Includes \$9,061,518 foreign currency equivalent.

COORDINATION OF EXCHANGE PROGRAMS

The Department of State combines the exchange programs for which it has responsibility and coordinates them with exchange efforts of private agencies to avoid duplication and to bring about the maximum use of all resources in furthering the national interest. For example, foreign currency travel grants under the Fulbright Act are often combined with dollar grants available under the Smith-Mundt Act to defray the grantees' dollar expenses within the United States. Private and other nongovernmental groups assist the program by providing tuition, maintenance, and other forms of scholarship assistance to grantees. It is estimated that

these groups, including schools, colleges, universities, foundations, hospitals and private businesses, provided approximately \$8,000,000 to assist foreign grantees under the 1953 program. The Department also coordinates its exchange program with the technical exchanges of other United States Government agencies such as the Foreign Operations Administration and the Department of Defense. This coordination is effected at both planning and administrative levels in Washington and overseas.

Table 64.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, 1951-52

Participants	Other American Republics	Europe	Near East and Africa	Far East	Total
1	2	3	4	5	6
Total.....	289	5,501	702	204	6,796
From the United States.....	50	1,248	180	53	1,531
Students.....	11	694	47	8	760
Teachers.....	—	152	51	14	317
Lecturers, research school.....	27	201	73	24	525
Specialists, leaders.....	12	201	10	7	230
From other countries.....	239	4,253	522	251	5,265
Students.....	156	2,212	266	116	2,750
Teachers.....	37	373	46	58	514
Lecturers, research scholars.....	4	317	62	10	393
Specialists, leaders.....	42	1,351	148	67	1,608

¹ Does not include 399 grants awarded to foreign nationals to attend American-sponsored schools abroad, or 2,894 grants to Chinese students and scholars in the United States.

The Department utilizes a number of public and private agencies to assist in arranging some of the complex services in the administration of the program, such as screening and recommending candidates, orienting and supervising grantees, and evaluating program effectiveness. The Office of Education, for example, cooperates closely with the Department, under a working fund agreement, in planning both American and foreign teacher exchanges. It administers the teacher interchange program under which American and foreign teachers trade positions in their respective school systems for a full year; recommends qualified American teachers for teaching assignments abroad, and arranges special programs for foreign teachers to study and observe American school systems.

An important part of the International Educational Exchange program is assistance to reputable private groups here and abroad in planning exchange projects contributing to the Department's objectives. For example, during the 1952-53 school year, the Department assisted 359 American and foreign groups in exchanging 3,052 persons. These exchanges did not require United States Government funds, although many were as valuable in reaching exchange objectives as the regular programs

of the Department. Assistance ranged from detailed guidance for American and foreign groups on how to operate various kinds of exchange programs to arranging with Foreign Service posts to distribute applications, and assist in nominating and selecting candidates under private programs. The Department also stimulates public and private exchange efforts through the designation of exchange visitor visa programs, in accordance with section 201 of the Smith-Mundt Act. The language of this act facilitates entry into the United States of foreign nationals desiring entry for bonafide educational purposes.

Table 65.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, 1952-53

Participants	Other American Republics	Europe	Near East and Africa	Far East	Total
1	2	3	4	5	6
Total.....	262	5,295	805	746	7,108
From the United States.....	42	1,214	207	88	1,551
Students.....	21	694	41	10	766
Teachers.....	0	197	64	16	277
Lecturers, research scholars.....	16	222	86	38	362
Specialists, leaders.....	5	101	16	24	146
From other countries.....	220	4,081	598	658	5,557
Students.....	89	1,850	290	475	2,713
Teachers.....	66	395	74	55	590
Lecturers, research scholars.....	6	364	72	28	470
Specialists, leaders.....	59	1,463	162	100	1,784

¹ Does not include 329 grants awarded to foreign nationals to attend American-sponsored schools abroad, or 1,383 grants to Chinese and Korean students and scholars in the United States, or 20 combination grants for visits to more than one area.

Table 66.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, 1953-54

Participants	Other American Republics	Europe	Near East and Africa	Far East	Total
1	2	3	4	5	6
Total.....	198	5,266	917	774	7,095
From the United States.....	25	1,408	175	104	1,783
Students.....	12	917	21	26	986
Teachers.....	3	307	53	20	383
Lecturers, research scholars.....	16	368	76	55	415
Specialists, leaders.....	4	76	15	3	98
From other countries.....	163	3,738	742	670	5,312
Students.....	72	1,915	511	424	2,922
Teachers.....	48	374	47	72	541
Lecturers, research scholars.....	15	369	62	57	503
Specialists, leaders.....	28	1,080	122	117	1,347

¹ Does not include 384 grants awarded to foreign nationals to attend American-sponsored schools abroad, or 606 grants to Chinese and Korean students and scholars in the United States, or 26 combination grants for visits to more than one area.

Table 67.—NUMBER OF PARTICIPANTS ENGAGED IN EDUCATIONAL EXCHANGE PROGRAMS, 1951-52 TO 1953-54

Participants	1951-52	1952-53	1953-54	Total
1	2	3	4	5
Total.....	6,796	7,108	7,995	21,999
From the United States.....	1,581	1,551	1,768	4,894
Other American Republics.....	50	43	35	127
Europe.....	1,248	1,215	1,468	3,931
Near East and Africa.....	180	206	175	561
Far East.....	53	58	104	215
From other countries.....	5,205	5,557	6,227	16,989
Other American Republics.....	230	230	163	623
Europe.....	4,253	4,081	5,738	14,072
Near East and Africa.....	522	508	743	1,773
Far East.....	251	658	670	1,579

DEPARTMENT OF THE TREASURY

In addition to its many other duties, the Treasury Department has the responsibility for the administration of certain educational programs. One of these is the program of specialized training provided for Coast Guard personnel. Other educational programs in the Department include the promotion of the habit of saving among the school children, the recognition of counterfeit money, and the specialized training for customs inspectors and other Treasury law-enforcement officers. The latter three programs, however, are not reported here since expenditures for them cannot be separated from other parts of the budgets for various divisions of the Treasury Department.

During World War II the Coast Guard operated as a part of the Navy but on January 1, 1946, it was returned to the jurisdiction of the Treasury Department. Educational services for the Coast Guard are provided through the operation of the Coast Guard Academy and through the payment of tuition for individuals who are assigned to take academic training at specific institutions of higher education.

Table 68 presents a 10-year summary of Federal funds allotted for the education of the Coast Guard personnel. A total of \$22,010,678 has been allotted during this period. Of this amount \$21,696,862, or 98.6 percent, was for the Coast Guard Academy and \$313,816, or 1.4 percent, was paid as tuition for Coast Guard personnel. Further information reveals that the allotment for 1953-54 was only 85.1 percent of that allotted for 1944-45. Information for this table was furnished by the Treasury Department.

Table 68.—FEDERAL FUNDS ALLOTTED FOR THE EDUCATION OF COAST GUARD PERSONNEL: 1944-45 TO 1953-54

School year	Coast Guard Academy	Tuition for Coast Guard personnel	Total	Percent of 1944-45
1	2	3	4	5
Total (10 years).....	\$21,096,862	\$312,816	\$22,010,678	-----
1944-45.....	2,965,583	18,000	2,983,583	100.0
1945-46.....	2,681,837	10,288	2,692,115	89.3
1946-47.....	1,530,918	17,988	1,548,886	52.0
1947-48.....	1,602,558	18,902	1,621,520	54.4
1948-49.....	1,951,929	81,428	1,983,357	66.5
1949-50.....	2,014,047	22,200	2,046,247	68.7
1950-51.....	1,788,000	32,000	1,800,000	60.4
1951-52.....	2,219,000	47,000	2,266,000	76.0
1952-53.....	2,513,000	52,000	2,565,000	86.1
1953-54.....	2,480,000	87,000	2,567,000	85.1

DISTRICT OF COLUMBIA

In many respects, the Government of the District of Columbia is similar to that of other large cities in the United States. Differences in its administration could be noted in the degree of fiscal independence and in the many close relationships to Congress. Congress has the final responsibility for financing all governmental operations in the District, authorizes the expenditure of local taxation revenues, and appropriates some Federal funds to help finance the public services provided in the city. This Federal assistance is the justification for reporting the educational programs of the District in this bulletin on Federal funds for education.

General public education in the District is controlled by a public Board of Education and additional educational services for needy or delinquent children are provided by the Board of Public Welfare. Services arranged by these two Boards are described in the following sections.

BOARD OF EDUCATION

The District of Columbia, through its Board of Education, operates a complete program of public education. This program includes educational services from the kindergarten through college. Elementary, junior high, senior high, and vocational schools are operated for the children residing in the District of Columbia and may be attended by other children in the metropolitan area on a tuition basis. In addition, there are two institutions of higher education for those who are preparing to teach—Wilson Teachers College and Miner Teachers College. Another institution of higher education, Howard University, is located in the District, but is not supervised by the Board of Education. It has a relationship to the District that is somewhat similar to that existing between the State universities and the State governments. The program is described on page 46.

The public schools and the two teachers' colleges are supported chiefly through local taxes. However, the Federal Government does provide

some funds for their operation, and for this reason they are included in this publication. The Federal contribution is not made directly to the Board of Education, but is appropriated to the Government of the District of Columbia. Specific portions of the appropriation are not earmarked for public education. For 5 recent years the Federal contribution to the District Commissioners has averaged 11.1 percent of the total budget for the District's Government, including education. It may be assumed that this same proportion of funds was provided, from Federal sources, for the school budget during these 5 years.

Expenditures for the past 10 years for public education in the District of Columbia are given in table 69. Since the two institutions of higher education are operated as a part of the city system of public schools, under the direct control of the Board of Education, expenditures for their operation are not listed separately but are included in the amounts in columns 2, 4, and 5.

From 1948-49 to 1952-53, an average of 11.1 percent of the total budget for the District of Columbia came from Federal funds and 88.9 percent was derived from local taxation. These local revenues come chiefly from the property tax, the general sales tax and the District income tax. During the 1952-53 school year, it was estimated that the Federal contribution constituted about 8.92 percent of the total amount required by the District Commissioners. From this estimate it may be determined that Federal funds for current operating expenses amounted to about \$2,365,374. In addition to this, Congress appropriated from District funds for capital outlay permitting the expenditure of \$1,758,754 for housing and equipment as indicated in column 4 of table 69. The Department of Business Administration for the public schools of the District of Columbia furnished the data for this table.

Table 69.—EXPENDITURES FOR PUBLIC EDUCATION IN THE DISTRICT OF COLUMBIA, 1943-44 TO 1952-53

School year	Current expense		Capital outlay	Total expense	Percent from Federal Appropriations
	Amount	Percent of 1943-44			
1	2	3	4	5	6
Total (10 years).....	\$196,166,055	-----	\$32,809,718	\$228,975,773	-----
1943-44.....	12,849,501	100.0	280,282	13,099,993	10.08
1944-45.....	13,098,823	101.9	526,916	13,620,739	9.88
1945-46.....	14,240,097	110.8	298,182	14,538,849	9.27
1946-47.....	16,894,522	131.2	1,104,224	17,998,856	11.03
1947-48.....	19,430,176	151.2	9,165,048	28,595,224	13.46
1948-49.....	21,894,047	168.1	3,574,345	25,468,902	12.79
1949-50.....	22,320,252	173.7	5,992,149	28,302,401	11.19
1950-51.....	23,264,628	181.0	4,993,830	28,248,468	9.43
1951-52.....	¹ 26,000,148	202.3	5,165,808	31,165,953	8.82
1952-53.....	¹ 26,517,944	206.4	1,758,754	28,276,698	8.82

¹ Includes obligations made from Federal grants—vocational education, George-Barden Program—in the amount of \$50,485 for 1951-52 and \$56,406 for 1952-53.

BOARD OF PUBLIC WELFARE

Institutional care for needy or delinquent children living in the District of Columbia is provided by the Board of Public Welfare. Various services of the types required by children under these conditions are supplied by several institutions including: The District Training School, Industrial Home School, Industrial Home School for Colored Children, Junior Village, National Training School for Boys, and the Receiving Home for Children.

Education is an important service in all these institutions. For some of them, teachers are employed who teach classes or individual children. Others make arrangements for the children to attend the public schools. Inasmuch as the expenditures for education are included as parts of the budget of the Board of Public Welfare or the Board of Education, the amounts for education are not reported separately here. However, some figures on numbers of children served are included in table 70 to indicate the extent of the 6 programs described.

District Training School.—Training and treatment of mental defectives in the District of Columbia is offered at the District Training School. Only children that are able to walk, are of low-grade intelligence, and require special facilities and specially trained personnel are admitted or placed on the waiting list for this school. The purpose of the program is to help train the children so that they may be returned to their homes, actually care for themselves, and eventually assist in their support.

Classes for the children range from nursery and sense training through the lower elementary grades. Other instruction has been given in occupational therapy, industrial arts, vocational education, music, and recreation. Expenditures for this school would include amounts for maintenance and subsistence as well as instruction and are not included in this report since they are not easily separated from other portions of the Board of Public Welfare budget.

Industrial Home School.—Boys who enter the Industrial Home School range in age from 8 to 18 years. While in residence, they are provided such desirable and necessary services as medical care, education, moral and religious training, recreation, family contacts, case-work services, and post-institutional followup. The present facilities provide living and school accommodations for 125 resident children.

Many services, in addition to those provided by means at the disposal of the Industrial Home School, are also available to the boys. These are obtained through the benefaction of various civic, religious, and fraternal organizations.

Industrial Home School for Colored Children.—Boys and girls are committed to this institution by the Juvenile Court for a variety of reasons, the chief one of which is truancy. On March 30, 1953, the National

Training School for Girls was abolished and the residents were transferred to the Industrial Home School for Colored Children.

Young people assigned to the Industrial Home School are still in need of educational services. In response to this need, academic courses as well as remedial study in reading and speech are offered. Also, shopwork, carpentry, shoe repairing, metalwork, barbering, laundering, painting, landscaping, cosmetology, and homemaking are presented. Boys and girls alike are accepted in the various classes. Expenditures for this school would include amounts for maintenance and subsistence as well as for instruction.

Junior Village.—Six buildings are maintained at Junior Village to provide both living quarters and classroom space. Entrants into this organization range in age from 6 months to 14 years and include all races and both sexes. Junior Village has provided temporary shelter, custody, training, and physical care for dependent and neglected children but recently assumed the additional responsibility of providing for 50 young delinquent colored boys.

Table 70.—NUMBER OF NEEDY OR DELINQUENT CHILDREN WHO MAY RECEIVE EDUCATIONAL SERVICES WHILE IN INSTITUTIONS OPERATED BY THE BOARD OF PUBLIC WELFARE OF THE DISTRICT OF COLUMBIA, 1951-52 AND 1952-53

Name of institution	1951-52 school year			1952-53 school year		
	Number admitted	Number discharged	Average daily population	Number admitted	Number discharged	Average daily population
1	2	3	4	5	6	7
Total.....	2,112	2,082	1,351	2,832	2,877	1,426
District Training School.....	68	87	655	82	180	671
Industrial Home School.....	123	129	94	164	123	90
Industrial Home School for Colored Children.....	376	356	192	460	549	189
Junior Village.....	581	588	181	609	559	146
National Training School for Boys.....	189	145	229	231	200	272
Receiving Home for Children.....	1,775	1,768	80	2,226	2,226	68

During the 1952-53 school year, a total of 302 children were admitted to the academic school at Junior Village in regular elementary and junior high school classes, and special classes for the delinquent boys. Concurrently, volunteer workers continued to staff the kindergarten-nursery school program, and to support such activities as hobby clubs, music, dancing, storytelling, sightseeing trips, etc.

National Training School for Boys.—This school, located in the District of Columbia, is a correctional institution for boys and is operated by the Department of Justice. The Department of Justice, through a contract with the Board of Public Welfare, accepts all boys committed by the Juvenile Court of the District of Columbia to the National Training

School. Expenditures for this school would include amounts for maintenance and subsistence as well as instruction and would be included in the budget of the Bureau of Prisons, Department of Justice.

Receiving Home for Children.—This institution serves as a detention home for "children under 18 years of age who are arrested by the police on charge of offenses against any laws in force in the District of Columbia" pending Juvenile Court action. Temporary care is also given to a few older children who need custody while permanent plans are being worked out by the Child Welfare Division. Even though the average daily population was only 79 during 1953, there were over 2,000 children admitted to the home during the year. Arrangements are made for the education of children who remain at the institution for some time.

FOREIGN OPERATIONS ADMINISTRATION

The Foreign Operations Administration was created on August 1, 1953, as provided in the President's Reorganization Plan No. 7. This reorganization combined the Office of Director for Mutual Security, the Mutual Security Agency, the Technical Cooperation Administration and the Institute of Inter-American Affairs. Both the Technical Cooperation Administration in the Department of State and the Mutual Security Agency, which was an outgrowth of the Economic Cooperation Administration, had administered technical assistance programs prior to the reorganization. The former was known widely as the Point 4 Program.

Participation of the United States in cooperative programs with other free nations was first authorized by Congress in the Mutual Security Act of 1951. Other specific legislation followed in succeeding years. Appropriations are made each year by Congress in order that the United States may participate in the cooperative programs and other funds are appropriated by the cooperating governments. Contributions of other governments for programs of technical cooperation are, on the average, about double the United States contributions. Programs are not undertaken except upon the specific request of the participating governments.

One of the six major functions of the Foreign Operations Administration is to administer programs of technical cooperation in the underdeveloped areas of the world. It is believed that this is one of the best means of strengthening the nations of the free world. Technical cooperation has many aspects but all of them are closely related to educational processes and rely upon them for their effectiveness. Education is the indispensable means of developing any nation's most valuable resources—its human resources—and education plays a key role in every aspect of this program. The most effective overseas programs include integrated activities in such related fields as agriculture, health, industry, and governmental administration with the education staff cooperating closely with other FOA

representatives. Only by helping the less-developed nations to increase their own ability to do the job for themselves can any lasting improvements be made.

The underdeveloped countries are looking to the United States for two principal types of educational assistance. They want help in the establishment of new schools, and the development of vocational and other curriculums to stress the practical application of knowledge for the solution of economic and social problems, and they seek aid in the extension and improvement of primary education to reduce for future generations the problem of illiteracy. For these purposes, they have too few well-trained teachers, not enough schools, and inadequate teaching materials.

A greater emphasis at the higher levels of education is also needed in many underdeveloped countries. Many American institutions are assisting foreign universities in improving teaching, curriculum, research, and extension through providing faculty members from the American institutions, and through training in United States institutions and in their own institutions the foreign professors who will carry on the new methods on a permanent basis.

The FOA educational program always recognizes the culture of the country, its traditions, its educational institutions, its civic programs, and the expressed desires of its people, as well as the needs of the country. The FOA educational program is directed toward the training of those who will teach others, rather than immediate participation in mass education, except where demonstration schools are necessary as pilot projects to stimulate local development of educational facilities or new techniques. Emphasis is placed on imparting new skills and on helping the people to develop their own educational resources rather than on material assistance such as buildings, equipment, and supplies, although assistance of the latter type is given in unusual situations such as for Korean reconstruction. Trainees, carefully selected for their ability to make a significant contribution to the development of their own country are brought to the United States or to a special regional training center, such as the American University of Beirut, for periods of technical instruction in appropriate fields. The Office of Education has a major role in the training of the educators who are sent to the United States.

The Education Division of the Foreign Operations Administration performs much of its work through educators sent to foreign countries. These groups of educators have been designated as Country Missions. In arranging for the effective operation of these Country Missions the Education Division of FOA in Washington, D. C., and the Division of International Education, Office of Education, have major responsibilities which include the following:

1. Planning, reviewing, and evaluating educational projects proposed by other countries.

2. Staffing and orienting the Country Missions.
3. Liaison with United States sources of professional advice.
4. Establishing contractual relations with educational institutions on an international, inter-university basis.
5. Fostering coordination among the educational missions sent to the various countries.

Active educational programs are in operation this year in 4 countries of Africa, 6 in the Near East, 4 in South Asia, 5 in the Far East, and 13 in Latin America. Negotiations are underway for the establishment of new programs in several additional countries, and for additional projects in many of those countries where FOA educational programs are already operating. In these educational programs American competence is shared with people in the underdeveloped areas.

A summary of the Federal funds obligated and programed for educational activities in cooperating countries is included in table 71 for 1951-52 to 1953-54. Details on the personnel and funds programed by countries for the 1953-54 school year are presented in table 72.

Table 71.—FEDERAL FUNDS OBLIGATED AND PROGRAMED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN UNDERDEVELOPED AREAS OF OTHER COUNTRIES, 1951-52 TO 1953-54

Area	Obligated		Programmed for 1953-54
	1951-52	1952-53	
1	2	3	4
Total.....	\$12,141,000	\$14,042,000	\$14,789,000
Africa.....	926,000	784,000	2,021,000
Far East.....	4,098,000	5,683,000	3,480,000
Latin America.....	2,710,000	1,862,000	2,992,000
Near East.....	3,138,000	3,958,000	3,747,000
South Asia.....	1,269,000	1,755,000	2,549,000

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Table 72.—NUMBERS OF TECHNICIANS AND TRAINEES, AND FEDERAL FUNDS PROGRAMED FOR COOPERATIVE EDUCATIONAL ACTIVITIES IN UNDERDEVELOPED AREAS OF OTHER COUNTRIES, 1953-54

Cooperating countries	United States technicians		Foreign trainees		Funds programed for—		
	Number	Funds programed	Number	Funds programed	Supplies and equipment	Other costs	Total funds programed
1	2	3	4	5	6	7	8
Total.....	285	\$4,362,000	443	\$1,536,000	\$4,907,000	\$4,034,000	\$14,789,000
AFRICA.....	29	784,000	29	65,000	751,000	421,000	2,021,000
Egypt.....	6	50,000	10	25,000	618,000	78,000	771,000
Ethiopia.....	7	432,000	0	0	0	62,000	544,000
Liberia.....	6	97,000	4	10,000	34,000	0	141,000
Libya.....	10	155,000	15	30,000	99,000	281,000	565,000
FAR EAST.....	0	545,000	211	893,000	2,053,000	0	3,480,000
China (Formosa).....	0	25,000	18	111,000	349,000	0	485,000
Indochina, Associated States ¹	(1)	123,000	27	27,000	0	0	150,000
Philippines.....	(1)	137,000	85	363,000	1,360,000	0	1,860,000
Thailand.....	(1)	260,000	44	230,000	315,000	0	605,000
Indonesia.....	(1)	0	37	161,000	129,000	0	290,000
LATIN AMERICA.....	126	1,150,000	78	210,000	0	1,632,000	2,992,000
Bolivia.....	14	150,000	9	33,000	0	140,000	323,000
Brazil.....	29	202,000	4	21,000	0	473,000	695,000
Cuba.....	0	0	3	12,000	0	0	12,000
Dominican Republic.....	7	67,000	2	6,000	0	23,000	125,000
Ecuador.....	9	85,000	8	32,000	0	84,000	201,000
El Salvador.....	5	47,000	9	15,000	0	15,000	77,000
Haiti.....	5	28,000	3	5,000	0	103,000	136,000
Honduras.....	9	101,000	8	6,000	0	141,000	251,000
Mexico.....	1	10,000	3	9,000	0	2,000	21,000
Nicaragua.....	9	84,000	4	13,000	0	104,000	201,000
Panama.....	8	93,000	12	20,000	0	45,000	168,000
Paraguay.....	12	122,000	8	24,000	0	226,000	372,000
Peru.....	11	115,000	0	0	0	177,000	295,000
Regional.....	4	20,000	0	0	0	5,000	25,000
Dependent overseas territories.....	3	14,000	3	12,000	0	0	26,000
MIDDLE EAST.....	101	1,368,000	48	169,000	231,000	1,951,000	3,747,000
Iran.....	65	839,000	23	82,000	0	1,633,000	2,576,000
Iraq.....	14	235,000	2	5,000	100,000	29,000	369,000
Israel.....	6	99,000	7	20,000	7,000	27,000	153,000
Jordan.....	7	77,000	6	18,000	45,000	147,000	287,000
Lebanon.....	6	74,000	4	20,000	54,000	83,000	231,000
Saudi Arabia.....	3	52,000	6	34,000	25,000	35,000	126,000
SOUTH ASIA.....	29	517,000	82	260,000	1,772,000	0	2,549,000
Afghanistan.....	16	274,000	11	55,000	54,000	0	383,000
India.....	10	170,000	89	45,000	1,703,000	0	1,918,000
Nepal.....	0	19,000	2	10,000	15,000	0	44,000
Pakistan.....	3	54,000	30	150,000	0	0	304,000

¹ Not available.

² Includes grants and services.

³ Excludes \$485,000 for development assistance.

NATIONAL SCIENCE FOUNDATION

The National Science Foundation is authorized and directed "to initiate and support basic scientific research in the mathematical, physical, medical, biological, engineering, and other sciences" and "to award . . . graduate fellowships" in those sciences, under Public Law 507 (2d Sess., 81st

Cong.). The support of basic research is administered by the two research divisions of the Foundation: the Division of Mathematical, Physical, and Engineering Sciences; and the Division of Biological and Medical Sciences. The graduate fellowship program is administered by the Division of Scientific Personnel and Education.

GRANTS FOR BASIC RESEARCH

The National Science Foundation awards grants for basic research in universities and colleges and other nonprofit institutions. Grants are usually made to these institutions to support the work of individual scientists who have submitted proposals for research projects which have been evaluated for scientific merit by panels of scientists. Evaluations of proposals are based upon the competence of the investigator, the value of the project in relation to contemporary research, the facilities of the institution to undertake the study, and the budget estimates submitted. Grants, rather than contracts, are used for the support of basic research, because they afford greater freedom to the scientific investigator and place upon him only a minimal burden of administrative reporting.

GRADUATE FELLOWSHIPS IN THE SCIENCES

Predoctoral and postdoctoral fellowships in the mathematical, physical, medical, biological, and engineering sciences are awarded annually by the National Science Foundation. The awards are open to American citizens and are made for a period of 1 year. Recipients of fellowships may apply for renewal on an equal basis with new applicants.

Predoctoral applicants are required to take examinations for scientific aptitude and achievement. These tests are administered by the Educational Testing Service, Princeton, N. J. The test scores, academic records, and recommendations regarding each candidate's abilities are then considered by panels of outstanding scientists in the respective fields of the candidates. Postdoctoral candidates are not required to take the examination. The review of applicants is conducted for the Foundation by the National Research Council. Final selection is made by the Foundation with the approval of the National Science Board. All Fellows are selected on the basis of ability and in cases of substantially equal ability awards are made in such a way as to result in a wide geographical distribution.

Fellows may attend any accredited nonprofit American or nonprofit foreign institution of higher learning. Stipends for Fellows are \$1,400 for the first year, \$1,600 for intermediate years, and \$1,800 for the terminal year of graduate study. Postdoctoral fellowships carry a stipend of \$3,400. Allowances for dependents, tuition, and other normal expenses are provided. Results of research carried out by a Fellow during his training may be made available to the public without restrictions, except as required in the interest of national security.

Announcements of the fellowships program are made about October of each year; awards are generally made about April of each year. For the academic year 1954-55, 657 predoctoral fellowships and 79 postdoctoral fellowships were awarded.

EDUCATION IN THE SCIENCES

In addition to providing graduate fellowships and research support, the Foundation is experimenting with several other kinds of activities in the area of education. Short conferences have been sponsored in which recognized scientists and teachers of science have met to discuss recent scientific advances with a view to determining what place such advances should occupy in the science curriculum. Summer institutes were sponsored in 1953 and 1954 in order to provide such teachers with an opportunity to learn more about recent concepts and methods in their fields from leading research scientists and to exchange views on science teaching. Federal funds allocated for the programs of the National Science Foundation are listed in table 73.

Table 73.—FEDERAL FUNDS ALLOTTED AND EXPENDED FOR RESEARCH AND GRADUATE FELLOWSHIPS AWARDED BY THE NATIONAL SCIENCE FOUNDATION, 1951-52 TO 1953-54

School year	Appropriations for the National Science Foundation	Foundation expenditures for research and fellowships				
		Research in mathematical, physical, engineering sciences	Research in biological and medical sciences	Graduate fellowships	Education in sciences	Total
1	2	3	4	5	6	7
1951-52.....	\$3,500,000	\$311,300	\$763,675	\$1,532,971	\$7,200	\$5,614,146
1952-53.....	4,784,000	933,715	830,585	1,366,344	40,844	3,230,489
1953-54.....	8,000,000	1	1	1	1	1

¹ Not available.

SUMMARY VIEW

Many of the Federal programs and activities in education have been reported in this bulletin. It is incomplete, however, since inquiries for data may not have gone to some offices which had programs to report, some departments and agencies are unable to separate and report the educational activities from other regular operations of the office, and many questions arise regarding the inclusion of some borderline educational activities in a report of this kind. A broad scope of Federal activities in education is included, but the report is not as comprehensive or all-inclusive as is contemplated by House Resolution No. 5091, introduced in the Eighty-third Congress, which proposes that the Office of Education

report annually on all Federal educational activities which are in the nature of classroom instruction having a teacher-pupil relationship.

Also, the present report is not as comprehensive in its coverage of Federal activities in education as the reports of the Hoover Commission and of the Legislative Reference Service cited in chapter I. However, this issue of "Federal Funds for Education" does present several programs that were not reported in the preceding issue. Prominent among these additions are the educational programs of the United States Public Health Service, the Foreign Operations Administration, the National Science Foundation, and the overseas educational services provided by the Departments of the Army, Navy, and Air Force.

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